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**BOSTON COLLEGE BULLETIN
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1982-83**

BOSTON
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Boston College Bulletin

Undergraduate Catalog 1982-83

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Boston College Bulletin

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The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in April, May, July 1, July 15, August and October.

Boston College is committed to providing equal opportunity in

education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

The Registrar's Office wishes to thank the Office of Communications for permission to use their pictures throughout this publication.

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Boston College



The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Undergraduate Education

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for humanity, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, and other similar organizations.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the university. The book collections are approaching a total of one million volumes, and approximately 9,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data

base, which contains over eight million records from the Library of Congress and from more than 2,700 contributing institutions.

A recent and growing development has been the provision of customized computer searching of a wide range of data bases in the humanities and social sciences, science, and business.

Information on use of the libraries is contained in the Guide to the Boston College Libraries and other leaflets and pamphlets available in the libraries.

Bapst Library, the main library for the university, contains the research collection in the humanities, social sciences, and education. There are approximately 500,000 volumes, 4,135 active serials, a large collection of government documents, and an excellent collection of reference and bibliographic works. Outstanding special collections include the Hilaire Belloc Collection, the Francis Thompson Collection, the Irish Collection, the Congressman Robert Drinan Archives, Jesuitana, the Nicholas M. Williams Memorial Ethnological Collection, the Morrissey Memorial Collection of Japanese prints, and the Liturgical Collection.

The School of Nursing Library, one of the outstanding nursing libraries in the country, is the major campus resource for the literature of the health sciences. The collection of 34,000 volumes, 620 periodicals, pamphlets, doctoral dissertations and microform provides comprehensive coverage of nursing, with selective coverage of medicine and related topics. The Frederick J. Kennedy Learning Resource Center accommodates audiovisuals in the same subject areas.

The Science Library serving the departments of biology, chemistry, geology and geophysics, mathematics, and physics, has holdings of more than 56,000 volumes with 560 periodical subscriptions and most of the important scientific indexes. A specialized collection of more than 11,000 volumes and nearly 100 periodicals on Earth Sciences is located in the Geophysics Library at Weston Observatory.

The School of Social Work Library contains a collection of approximately 28,000 volumes and over 350 periodical titles, government documents, pamphlets and theses. Materials serve professional social work; case work, social planning, child and family welfare, community organization, research and administration. Voluntary agency publications comprise much of the pamphlet collection.

The School of Management Library has special subject strengths in banking, economics, investment, marketing, and computer science. The over 60,000 volumes include trade directories, investment manuals and services, government publications, and 900 business periodicals. There is also a large collection of corporate annual reports and census files.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 125,000 volumes. The collection is basically Anglo-American in character but has substantial and growing collections of international, comparative and foreign law materials.

The Resource Center, presently sharing the library facility at the Newton Campus with the Law School Library, has over 15,000 volumes, strong in the fine arts, with a significant record collection.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes modular and apartment residences as well as recreational and parking facilities.

The Newton campus is a 40-acre tract located one and one-half miles from the Chestnut Hill campus. It also contains classrooms, dormitories, athletic areas and student service facilities.

Equal Opportunity in Education

Boston College is an academic community whose doors are open

to all students without regard to race, religion, age, sex, marital or parental status, national origin, or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences. This policy of equal opportunity and non-discrimination in education underlies all of the graduate and undergraduate programs and services of the University, including admissions, financial aid, housing, access to all course offerings, extracurricular programs and activities, athletics, counseling and testing, health services and all other student services. The University's Office of Affirmative Action coordinates the implementation of this policy and is available as a resource to all students as well as faculty and staff.

Confidentiality of Student Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

The College routinely makes available to the general public directory information on its students in the following categories: a student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the School will make this information available. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information. These forms are on file in the Registrar's Office and should be filled out at the beginning of each semester for which they are to be enforced.

Tuition and Fees

First semester tuition and fees are due by August 15, 1982.
Tuition first semester \$3,000.00
Second semester tuition and fees are due by December 15, 1982.
Tuition second semester—\$3,000.00
There is a \$100.00 late processing fee for payments received for first semester after October 1, 1982 and for second semester after February 11, 1983. There will be absolutely no registration or confirmation of registration allowed after December 9, 1982 for first semester and May 2, 1983 for second semester.
Payment should be made by check or postal money order and mailed to the Controller's Office. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

Undergraduate General Fees

Application Fee (not refundable)	\$ 30.00
Acceptance Deposit. Applicable to the last semester tuition. If a student does not enter in the year for which the fee is paid or does not formally withdraw before July 1 for first semester, or December 1 for second semester, the fee is forfeited. This	100.00

deposit is not refundable to any student who has not completed at least one semester.	
Health Fee	112.00
Identification Card	6.00
Late Confirmation of Registration	40.00
Late Registration	25.00
Recreation Fee—payable annually	60.00
Registration for new students (not refundable)	25.00
Tuition—payable semi-annually	6000.00

Undergraduate Special Fees

Absentee Examination	\$ 20.00
Certificates, Transcripts	2.00
Extra Course—per semester hour credit	200.00
Field Placement Fee	20.00
Graduation Fee	25.00
Laboratory Fee—per semester	8.00–72.00
Nursing Malpractice Fee	15.00
Special Students—per semester hour credit	200.00
Undergraduate Government Fee	30.00

Resident Student Expenses

Board per semester	800.00
Room Fee (includes Mail Service) per semester varies from \$755.00–940.00 depending on room	varies
Room Guarantee Deposit	100.00
Health Fee	112.00

Acceleration

Full-time undergraduate students authorized by the Dean's Office to take accelerated programs leading to an early graduation will be billed by Student Accounts for extra courses taken during a regular semester at the rate of one-fifth of a semester's tuition for each extra course. This will be in addition to the "flat rate" tuition charge covering a normal load (four courses per semester as a senior; five courses per semester prior to senior year). No additional fee will be assessed for extra courses taken for enrichment purposes only, and not to accelerate a degree program. However, when a student who has taken extra courses for enrichment later wishes to use those courses for acceleration, a fee will be assessed based on the tuition rate that was in effect when the courses were taken. Whenever a student has been given approval to take Boston College summer courses for acceleration, he/she will pay the regular Summer Session tuition for those courses.
The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Withdrawals and Refunds

Fees are not refundable.
Undergraduate tuition is cancelled subject to the following conditions:
1) Notice of withdrawal must be made in writing to:
University Registrar
Boston College
Lyons 101
Chestnut Hill, Massachusetts 02167
2) The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
3) The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

First Semester	Second Semester
by Sept. 17, 1982	Jan. 28, 1983
by Sept. 24, 1982	Feb. 4, 1983
by Oct. 1, 1982	Feb. 11, 1983
by Oct. 8, 1982	Feb. 18, 1983
	80% of tuition charged is cancelled
	60% of tuition charged is cancelled
	40% of tuition charged is cancelled
	20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance in his or her account for subsequent use, he or she should request the Student Accounts Office in writing to issue a rebate.

Federal regulations issued by the Office of Education established procedural guidelines applicable to the treatment of refunds whenever the affected student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the National Direct Student Loan, the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Guaranteed Student Loan programs. In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

Admissions Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admissions looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167.

Admission From Secondary School

Although secondary school preparation varies, the recommended units are:

English	4
Foreign Language	2
Algebra	2
Plane Geometry	1
Lab Science	2

Applicants to the School of Nursing must complete at least two years of a lab science, including unit of Chemistry.

Entrance Examination

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

Scholastic Aptitude Test (SAT)

Achievement Tests in:

1. English
2. Mathematics Level I or II
3. Third Test of the applicant's own choice

The SAT may be taken in either the Junior or the Senior year. The Committee on Admissions will select the best combination of test scores when evaluating an application.

Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition transfer applicants must submit the following credentials:

1. A letter from the candidate stating his or her reason for transfer to Boston College.
2. A complete official transcript of all courses taken in all semesters at other colleges or universities. A statement of honorable separation from such institutions should be included.
3. A course catalogue from the applicant's college or university.

Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College.

Admissions-in-transfer are granted for the fall term beginning in September and for the spring term beginning in January.

The residency and tuition requirements for transfer students will be determined by the number of successfully completed semesters at the former school, not the number of courses transferred in.

Transfer students are required to complete a minimum of two years work (the equivalent of 18 courses or 54 semester credit hours) at Boston College in order to qualify for an undergraduate degree from the University.

Transfer students admitted to sophomore status or above may not accelerate the academic program for completion of degree requirements assigned by the Admissions Office at the time of their acceptance to Boston College. However, transfer students may, with prior approval, carry overload courses to make up deficiencies or to complete the number of courses appropriate to their assigned status.

Please consult the Undergraduate Admissions Bulletin for information on application deadlines, financial aid, and specific restrictions on the transfer of credit to particular undergraduate divisions. Candidates who are accepted will at the same time be notified of the terms of admission and credits to be allowed in transfer.

Special Students

Only those persons who wish to be enrolled as full-time day students and candidates for the baccalaureate program for registered nurses are admitted by the Office of Undergraduate Admissions. Students in the baccalaureate program for registered nurses are encouraged to enroll full-time, but part-time study for individual semesters may be arranged by permission of the Dean of the School of Nursing. All other students wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the Evening College, Fulton Hall, Room 317, Boston College, Chestnut Hill, MA 02167.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement with credit should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of "C" or better. Official college transcripts of these courses should be forwarded to the Admissions Office by August 1.

Should a student earn 18 or more credits, whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods, he/she will be eligible for sophomore standing. Should less than 18 credits be earned, the student can still be excused from core requirements; however, electives must be substituted for these core courses. Thirty-eight courses will still be required for graduation from Boston College.

Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are required to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

Minority Admissions Information

Boston College welcomes applications from students of all backgrounds and cultures. The Minority Admissions Program is responsible for the recruitment, processing and evaluation of all applications from Black, Asian-American, Hispanic, and Native American students. Applications are read in light of the applicant's cultural and educational background.

A Transitional Summer Program has been established for a select group of students who may have some educational disadvantages, but who do show some academic potential and motivation. Students who enter Boston College through the Transitional Summer Program are selected by the Minority Admissions Program.

International Student Admissions

Boston College welcomes the International applicant. The International Student Admissions Program is responsible for the recruitment, processing and evaluation of all international applications. Students are expected to submit the same credentials (transcripts, recommendations, etc.) as American applicants. Any international student whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) exam. All documents should be submitted in English. If the credentials must be translated the original must be submitted along with the translation.

Financial Aid

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental principle of financial aid, however, that the student's first resource must be his or her own earning capacity, followed by the income and assets of his or her immediate family.

To enable the college to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a copy of the tax return and a Financial Aid Form (FAF) must be filed along with the Boston College Financial Aid Application each year.

Boston College policy states all students who receive financial assistance from or through Boston College are required to file the FAF and B.C. Application.

The College's estimate of a student's need is based on an analysis of information supplied on the Financial Aid Form and tax return. Frequently, various forms of assistance must be combined to meet the student's need. In the event that an applicant receives other assistance after aid has been awarded, the college may be required to adjust the total amount of aid accordingly. All financial aid resources are limited, and it is our intent to use these resources in such a way that the greatest number will benefit. Students are required to report outside awards which they obtain.

Students are expected to save \$700–\$900 from summer earnings each year. We also expect all undergraduates who are Massachusetts residents to file for a Massachusetts State Scholarship. Students from other states which have a State Scholarship Program are also expected to apply. Undergraduate students applying for aid of any kind are required to apply for a Pell Grant before their application for other types of aid will be considered.

Most financial aid available at Boston College (whether institutional, federal or state) is awarded primarily on the basis of financial need, possibly combined with academic performance or potential or some other skill. Need is determined by using the forms indicated above and is re-examined annually. Students with the greatest need are generally given preference for most financial aid programs and thus tend to receive larger financial aid packages.

All financial aid recipients must be maintaining satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at B.C. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Specific information on the various programs, the conditions and procedures governing financial aid awards, and the various financial aid deadline dates, can be found in the chapter entitled "Policies and Procedures" of the Boston College Student Guide, or in the Boston College Financial Aid Application, the Boston College Financial Aid Award Letter, the Financial Aid Brochure, and the Financial Aid Dates and Deadlines Letter. Students are expected to be familiar with the contents of these sources as well as the other materials or documents which may be distributed by the Boston College Financial Aid Office.

Every student who receives funds through one or more of the five federal student aid programs must complete the affidavit on the B.C. application form stating that all funds received through these programs will be used solely for educationally related purposes, and attesting to or confirming his/her understanding of various other conditions.

The following types of aid are available individually or in combination:

Boston College Scholarships/Grants (Undergraduates Only)

These are based on need combined with academic performance or potential or some other skill and are designated for incoming freshmen with renewal contingent upon maintenance of the conditions under which the award was originally granted. Scholarships or grants which are lost or forfeited by the original recipients can be awarded to other upperclassmen.

Scholarships and grants may be increased from available funds if university costs increase. Such funds are used to aid new recipients as well as to increase existing awards to students whose need has risen.

Scholarship and grant recipients must maintain cumulative averages of 2.5 and 2.0, respectively.

Pell Grants (Undergraduates Only)

If fully funded, Pell will provide to all eligible students a grant of up to \$1750 based on a student aid index. The student aid index is computed on the basis of parental and student income and assets, as well as family size and number in college. All undergraduate students are required to apply if they are at least half time and if they are applicants for other aid.

Supplemental Educational Opportunity Grants (Undergraduates Only)

These are grants made available from federal funds. Grants range from \$200 to \$2000 per year and may be renewable upon reapplication as long as need continues.

National Direct (formerly Defense) Student Loans

Amounts awarded are based on need. Undergraduates are limited to a combined total of \$3,000 for the first two years and a combined total of \$6,000 for all undergraduate years. Graduate students are limited to a combined total of \$12,000 for undergraduate and graduate years.

The loan is interest free until repayment begins, six months after graduation. The interest charge is 5% on first-time loans disbursed after October 1, 1981.

Some students' loans may be subject to previous interest rates: prior to October 1, 1980 interest was 3%; October 1, 1980 an interest rate of 4% became effective.

Deferment or cancellation is allowed under certain conditions. Information on deferment and cancellation provisions can be obtained by contacting the Student Loan Office, More Hall 302.

Nursing Student Loans

At least half-time students may apply for up to \$2,500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins. A repayment period of 10 years is permitted with interest of 6% charged on the unpaid balance. Repayment period begins 9 months after graduation with a period of deferral allowed for time spent in full-time graduate study, active duty in military service, or Peace Corps service.

Loans disbursed prior to August 13, 1981 carried an interest rate of 3%.

Nursing students are encouraged to seek other sources of loans (e.g. HELP) due to limitations of funds in this program.

College Work-Study

With the assistance of Federal funds, the Financial Aid Office is able to provide to at least half-time students employment opportunities either on the campus or in various public or private non-profit off-campus agencies. Students are limited by B.C. to 15–20 hours per week during the school year and 35–40 hours per week during the summer or other school vacations and are paid on a weekly basis. Eligibility is based on need and earnings must be related to total educational costs. Students must be awarded Work-Study by the Financial Aid Office for each work period before they can be authorized for employment by the Student Employment Office. For more information on this process, please consult the list of important dates and deadlines published by the Financial Aid Office.

Student Employment Program

Some opportunities are provided for part-time employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than a portion of tuition during the course of the year in this fashion.

Since all on-campus regular employment of any kind must be counted as a resource, students receiving other financial aid should check with the Financial Aid Office to be sure that additional earnings will not jeopardize the other financial aid awards.

Students should consult the Student Employment Office for more employment information.

State Scholarships

Depending upon the individual state regulations, most undergraduate and some graduate students may apply. Students from Massachusetts, Connecticut, Rhode Island, Vermont, Pennsylvania, New Jersey and Maine, District of Columbia should apply through the Board of Higher Education in their home state since these states allow funds to be used at in-state or out-of-state schools.

Applications for the State of Massachusetts, Maine, New Jersey and Rhode Island may be picked up in the Financial Aid Office.

Guaranteed Student Loan (HELP)

This is a low interest loan made available to students through local banks. Students apply directly through a bank, preferably one they or their family have dealt with in the past.

Effective January 1, 1980 the interest rate was raised from 7 to 9 percent for new borrowers. Students who carry 7 percent loans have a 9 to 12 month grace period. Loans at the 9 percent rate carry a grace period of 6 months.

Borrowing through this program became “need-based” as of October 1, 1981. Under the new regulations a student is eligible if the adjusted gross family income is \$30,000 or less, or if over \$30,000 and there is determined to be need. Therefore applicants must file a Financial Aid Form to be used in the need determination.

Undergraduate students may borrow up to \$2,500 per academic year to a maximum of \$12,500. Graduate and professional students may borrow up to \$5,000 per year to an aggregate undergraduate and graduate total of \$25,000.

Parental Loans

This new loan program originally called Parent Loans for Undergraduate Students (PLUS), may now be called Auxiliary Loans to Assist Students (ALAS). Parents may borrow up to \$3,000 per year per dependent child to a maximum of \$15,000.

Effective October 1, 1981 independent and graduate or professional students may borrow if they meet the bank's lending criteria. Undergraduate independent students may borrow the difference between \$2,500 and their Guaranteed Student Loan. Graduate students may borrow up to \$3,000 in addition to a Guar-

anteed Student Loan. The maximum aggregate PLUS/ALAS loan is \$15,000.

Repayment begins within 60 days after disbursement at 14% interest. There is no in-school interest subsidy on these loans.

NOTE: Students should be aware that their total resources (family and student contribution plus assistance awarded by the school) combined with the Guaranteed Student Loan and/or Parental Loan may not exceed their educational budget for any year.

Outside Scholarships

A limited amount of outside scholarships are available through town, state, and private agencies. Information in this area may be obtained directly from the source of the funds or from the Financial Aid Office.

Other Financial Aid

Various tuition aid or installment payment programs are available, as well as commercial bank loans. Information is available for different payment plans, including the Boston College Tuition Prepayment Plan, at the Student Accounts Office in More Hall 302 and the Financial Aid Office in Lyons 210.

Student Services

AHANA Student Programs

(Afro-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an educational disadvantage. Among the services offered by this office are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists various AHANA student organizations in developing and implementing programs designed to reflect the beauty, richness and diversity of differing cultures.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and inter-collegiate competition.

Career Center

The Career Center provides information, resources, and counseling as part of its “education outside the classroom” service to students to assist them in making intelligent job and career/life planning choices. In addition to group meetings, career panels, and workshops, students and alumni can obtain job and career counseling with professional and paraprofessional staff. Other services include an internship program; a career resource library containing occupational, graduate school, career planning, and employer information; an on-campus recruiting program; alumni network; binders of current job opportunities; credentials; and career services for alumni. Students should begin their career planning in the freshman year, visit the Career Center at 38 Commonwealth Avenue, and consult the Center's Monthly Calendar of Events for a complete listing of workshops, special programs, and other job/career activities.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215.

Counseling and Mental Health Services

A Counseling Office is located in each of the undergraduate colleges to assist students in matters pertaining to personal adjustment, vocational decisions, educational planning and mental health problems. Provisions for individual counseling and psychotherapy are included among the services. Since the development of some types of personal potential and the solution of some adjustment difficulties can be achieved most effectively through group experiences, the Counseling Services provide a limited number of counseling groups each year.

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric facility with which Boston College is affiliated. Students may request a referral from any of the campus Counseling Offices, the Health Services Clinic, or may contact the College Mental Health Center directly for an appointment at 262-3315.

Dean of Students

The Office of the Dean of Students offers rehabilitative counseling and interprets/implements University policies designed to safeguard and enhance the rights/responsibilities of the individual and the University community. It is also responsible for the Murray House Commuter Center, the Women's Resource Center, the Student Judicial System, the Student I.D. Program, the Lost and Found Department, Alcohol Concern Team and related education programs, and the Program for Handicapped Students.

Dining Facilities

The University offers service in three dining areas for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Stuart Hall at Newton, and the New Dining Facility on St. Thomas More Road. In addition students may use their coupons in several a la carte cash-type facilities also available to non-board students because of the increased flexibility of the Meal Plan. Additional coupons are available at one-half price, if required, to any student eating more than the average. The cost for the Base Plan is \$800.00 per semester. In addition, the impact of Proposition 2½ may force Governor King to reinstitute a Meal's Tax in Massachusetts for students, which will have an effect on the dollars the students are paying for their Plan.

The Meal Plan is mandatory for Resident Students living in Upper Campus, Newton, and the New Dormitory on St. Thomas More Road. The Board Plan Office, Ext. 3525 and 3533 will provide information on request which may be very helpful to those who do not understand the Meal Plan.

Health Services

The primary purpose of the Health Service is to meet the immediate health needs of the students and to assist them in maintaining an optimal level of health through educative services. The Department has two units: a clinic located in Cushing Hall on the Chestnut Hill Campus, and a 21-bed infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Payment of the Health/Infirmary Fee is required for all undergraduate students living in university housing. Undergraduates residing off-campus, but away from their family homes, are also charged the Health/Infirmary Fee but may request a waiver in September from the Health Services Office if they do not wish to utilize the services during the year.

The Health/Infirmary Fee is optional for commuting students living at their family home, and for graduate students. Any commuting student who has been erroneously billed may request that a credit be processed at the Health Services Office.

The Health/Infirmary Fee is not a substitute for a health insurance policy and the University strongly recommends that *all* students be covered additionally by an appropriate health insurance policy for hospital care and diagnostic testing.

An informational brochure detailing the school health services at Boston College is available at the Health Services Office, Cushing Hall, Room 119. Insurance information can also be obtained there.

Residence Accommodations

Boston College offers several different types of undergraduate student housing in three different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

1. Lower Campus

a. Edmond's Hall Apartment Complex

The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 800 male and female students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished, air-conditioned apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.

b. Hillside-Rubenstein Apartment Complex

This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes two or three bedrooms, two baths, living room, dining area and kitchen. This area houses males and females, four or six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

c. Modular Apartment Complex

The Modular Complex or village consists of 86 duplex townhouse apartments. Completed in the spring of 1971, each air-conditioned, and fully furnished apartment unit has three bedrooms, two and ½ baths, living room, and kitchen. This area houses both male and female students, six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

d. St. Thomas More Drive Residence Hall

This suite-style residence hall completed in the fall of 1980, consists of four and eight person suites housing approximately 800 male and female students. Each eight person suite has a furnished lounge area and includes a sink and counter space. Each floor of the residence hall has a separate lounge and study area. The facility also includes a 650 seat dining hall, a television lounge, a laundry room, typing rooms, and a game and recreation area. These units house primarily underclassmen. Subscription to the University Meal Plan is mandatory.

2. Upper Campus Residence Halls

These are standard dormitory structures with double student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, desk lamp, wastebasket and either shades or drapes. These twelve buildings house approximately 150 students each, normally freshmen and sophomores. All Upper Campus residents are required to subscribe to the University Meal Plan.

3. Newton Campus Residence Halls

The six dormitory buildings on the Newton Campus are similar to the "Upper Campus Dormitories" and are furnished in the same manner. Daily free bus service is provided to the Chestnut Hill campus, which is located one and one-half miles from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs which make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a cafeteria is located on the campus.

4. Special Interest Housing

The University also offers two special interest houses for students. Shaw House on the upper Campus houses 21 undergraduates in the Honors Program. Special educational programs are sponsored by the House during the year. Greycliff Hall at 2051 Commonwealth Avenue houses 37 undergraduate students interested in the Romance Languages of French and Spanish. A full-time faculty member lives in the facility with the students and moderates the three credit conversation course offered to the residents.

5. Off Campus Housing

The University provides no residence facilities for graduate students. It does, however, operate a Non-Resident Housing Information Office in Rubenstein Hall for the convenience of

those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rental in areas surrounding the campus. Interested students should visit the office Monday through Friday, 10:00 a.m. to 4:00 p.m. No listings are available by mail.

In addition to the stated facilities, the University may lease additional facilities on a temporary basis if faced with a housing shortage in accommodating new students.

Student Programs and Resources

The place of student activities in the experience of a college student has great potential for contributing to his/her overall development. Among the services offered by the Office of Student Programs and Resources are the coordination of student organizations, the publication of the Student Guide and the management of the Ticket Booth, Orientation Program and O'Connell Student Union.

The Office of Student Programs and Resources also serves as a focal point for international students attending Boston College.

Academic Regulations

Note: In addition to being familiar with the "Academic Regulations" in this "University" section of the bulletin, students are expected to know the "Academic Regulations" of their own college printed on subsequent pages.

University Degree Requirements

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5, with the exception of the College of Arts and Sciences, which requires a minimum average of 1.667) of at least 38 three-credit courses, or their equivalent, distributed over eight semesters of full-time academic work. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

University Core Requirements

The minimum liberal education CORE requirement to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following. For specific CORE requirements of the various schools and departments, students should consult the appropriate sections of this Bulletin:

- 2 in English
- 2 in History
- 2 in either Natural Science or Mathematics
- 2 in Philosophy
- 2 in Social Sciences (Sociology, Political Science, Economics, Psychology and approved courses in the professional schools)
- 2 in Theology
- 2 in any one of the following cluster areas:
 - a) Foreign Languages or Culture
 - b) Fine Arts, Music, Speech Communication and Theatre

Grading Scale

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

While the grade I (incomplete) is not recorded for undergraduates, Boston College recognizes that under unusual circumstances (e.g., extended illness), a limited extension of time beyond the end of the semester in which a course was initiated may be warranted. This can be accomplished with permission of the professor involved after consultation with the Associate Dean of his or her undergraduate college. The professor will establish the criteria and time limits for completion of the work. Normally, extensions will not extend beyond the sixth week of the semester following that in which the course was initiated.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	.67
B	3.00	C-	1.67	F	.00

A student's cumulative average is comprised of courses taken at Boston College, and does not include courses accepted in transfer. Information about a course failed remains on the student's record and 0.0 is still computed into averages even if the course is repeated with a passing grade; the later grade is also computed into averages.

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

The Dean's List

The Dean's List recognizes the achievement of students semester by semester. The List classifies students in three groups according to semester averages: First Honors (3.700 - 4.000); Second Honors (3.500 - 3.699); Third Honors (3.300 - 3.499).

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332.

Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Absence from a Semester Examination

Students will have to arrange for making up a semester examination which they have missed with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.

Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Fresh-

men should wait until late March to initiate this process; other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are:

College of Arts and Sciences	Dean Green	Gasson 109
	Dean McHugh	Gasson 109
	Dean McMahon	Gasson 109
School of Education	Dean Smith	Campion 104A
School of Management	Dean Cronin	Fulton 314
School of Nursing	Dean Dineen	Cushing 203

Withdrawal From a Course

Students who withdraw from a course after the first five class days of the semester but before the last three weeks of class will have a “W” recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal From Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form and schedule an exit interview in the University Registrar’s Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence or Special Study Program

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form available in the University Registrar’s Office. Students who take a leave of absence, subsequently decide to enroll at another college and then wish to re-enter Boston College, must apply through Transfer Admissions.

To assure reenrollment for a particular semester following a leave of absence or participation in a special study program, students must notify the University Registrar’s Office and the Dean’s Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

Readmission

Students who desire readmission will initiate the process in the University Registrar’s Office, Lyons Hall. Applications for readmission should be made there and at the Dean’s Office of the school involved at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean’s Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

Special Programs (Non-degree)

Cross Registration Program

Under a program of cross-registration, Sophomores, Juniors and Seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College or Tufts University if a similar course is not available at Boston College. A description of cross-registration procedures and the authorization form to participate in it are available in the University Registrar’s Office, Lyons 101.

Junior Year Abroad

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he or she has the necessary language preparation, the student is free to choose the country and university where he or she wishes to study. Where there is an established and supervised program in the university of the student’s choice, it is suggested that he or she take advantage of this opportunity. If there is no such program, then the student enters

directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior year abroad is open to Sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. Application should be made as early as possible in the sophomore year, because some foreign universities require a very early registration. To be eligible, a student must have at least a B (2.9) grade in the major field, approximately the same grade in general average, and the approval of the Dean of the college. All applications are processed through the Office of the Junior Year Abroad Program. The student must consult the chairperson of the department of his or her major field for a program of studies to meet the requirements of his or her field of concentration and the collegiate degree. The student is encouraged to prepare for examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. The student may be asked to submit written evidence of work done abroad and to take an oral examination for certification of credit.

Irish Studies at University College Cork

Irish Studies offers a junior year Irish Studies Program at University College, Cork which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Dalsimer and O’Neill of the English and History Departments.

The PULSE Program

PULSE affords the Boston College undergraduate an opportunity to combine community-based field work with the study of Philosophy or Theology. PULSE operates with the assumption that the community work provides an exciting point of departure for serious philosophical and theological reflection.

Through the combination of reflective, academic work and field experience, the program encourages the student to form critical perspectives on society, community and self. A student’s experience—whether in working with children, visiting the elderly, lobbying at the State House or working with juvenile delinquents—becomes the context in which questions of personal authenticity, communal bias and the forces promoting or inhibiting social change are probed.

Opportunities for field experience are available in a variety of different neighborhoods and institutions. Included in the range of placements are crisis-counseling services, community action groups, schools, adolescent homes and after-school recreation programs. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. (PULSE also offers a limited number of students the chance to develop independent projects.)

Supervision of student work includes on-site meetings with indigenous staff supplemented by bi-monthly meetings on campus. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and criticism.

Besides course work and supervision, PULSE sponsors films, slide shows, housing tours and workshops which are all designed to further enhance a student’s experience. Some recent workshop topics have been Death and Dying and working with children.

Students may participate in PULSE during any of their undergraduate years at Boston College. They may participate in the same project over several semesters or move on to projects treating different problems. Although classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects without participation in a course. Credit, however, can only be made available to those students registered in PULSE courses.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

Course Numbers and Codes

The alphabetic prefix indicates the department or program offering the course. The number indicates the level of the course.

000–299—Courses for undergraduate registration

300–699—Courses for undergraduate and graduate registration. For Education courses, this range is 300–399

700–999—Courses for graduate registration

(F; 3) or (S; 3) A 3-credit course that will be offered either in the Fall or in the Spring.

(F, S; 3) One course which will be offered in the Fall and in the Spring, but may be taken only once for 3 credits.

(F, S; 3, 3) A two-semester course that can be taken both semesters for a total of 6 credits.

College of Arts & Sciences



College of Arts and Sciences

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field. All degree programs within the college follow the liberal arts tradition.

Each student selects a major, which is a systematic concentration of courses that develops an understanding in depth of a single academic discipline or of an interdisciplinary topic. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College of Arts and Sciences.

The fields in which majors are available are: Art History, Biology, Chemistry, Classical Civilization, Classics, Computer Science, Economics, English, Geology, Geophysics, Germanic Studies, Greek, History, Latin, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Speech Communication and Theatre, Studio Art, and Theology. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department.

Each student also takes courses from the core curriculum, usually during the freshman and sophomore years. These courses are intended to provide the cultural background, intellectual training, and structure of basic principles by which students can comprehend a complex world and cope with rapid changes as they occur.

Because of the great diversity of course offerings in the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major as well as in the selection of courses in the major, courses in the core curriculum, and other elective courses. It is also advisable that students, particularly those with even a tentative interest in major fields (e.g. languages, sciences, mathematics or art) which are structured and involve sequences of courses, begin selection of their major and related courses at an early date. Students considering a career in medicine or dentistry should begin in the freshman year to fulfill the requirements for admission to professional schools in these areas.

It should not be considered necessary, or even desirable, that a degree from the College of Arts and Sciences, by itself, provide all the training needed to perform a specific job. It should provide preparation for graduate study in the major field or a related field, however. It should also furnish sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by professional schools, the student might effectively prepare for any one of a wide variety of careers, perhaps for a career not foreseen while the student is in college.

Academic and Career Planning

Simply stated, planning a course of study is difficult but necessary. In a college as diverse as Arts and Sciences, the choices of courses and areas of concentration are so numerous that a student should avoid a simple or haphazard arrangement of program. To ensure a coherent, well-developed program students are urged to consult at least once a semester with a faculty advisor within their major department. Students should also broadly consult with other faculty, students, the Deans, the Pre-Medical and Pre-Law advisors, the Offices of Counseling and of Career Planning and potential employers and professionals outside the University to ensure that all academic options have been considered and that plans are properly laid for meeting post-graduate objectives.

Academic Regulations

These Academic Regulations are effective from September of the academic year printed on the cover and binding of this Bulletin, except where a different date is explicitly set in a particular Regulation. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to the College, the Regulations in effect at the time of return apply.

Each student is expected to know the Academic Regulations presented below.

Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.667 starting with the Class of 1985), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 14, comprising the core curriculum, are required for all students:

- 2 courses in English
- 2 courses in History (European History)
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in Natural Science or Mathematics
- 2 courses in Social Sciences (Economics, Political Science, Psychology, or Sociology)
- 2 courses in any one of the following cluster areas:
 - a) Foreign Languages or Culture
 - b) Fine Arts, Music or Speech Communication
 - c) Natural Science or Mathematics

Identification of the courses which will satisfy the core in each department can be determined by contacting the department and by reference to each semester's *Schedule of Courses*.

1.3 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from any one department. Two of these may be taken at the introductory level, at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.4 Courses outside the core and major field should be selected with an eye toward integration and balance. It is possible for a student to major in two fields but for each major, all requirements must be satisfied, and no course may count toward more than one major.

1.5 Program Distribution: Of the 38 one-semester, three-credit courses required for graduation, Arts and Sciences students must complete at least 32 courses in departments of the College of Arts and Sciences. The remaining courses may be chosen from the offerings of the Boston College professional schools. Courses taken outside of Boston College under approved special study programs may also fulfill this requirement; when admitted to Boston College, transfer students may have accepted towards an Arts and Sciences degree courses analogous to Arts and Sciences offerings.

Normal Program, Overloads, Acceleration

2.1 Freshmen, sophomores, and juniors are normally required to carry five courses per semester; seniors, four courses per semester. Students who fail to complete the normal semester course load by failure, or withdrawal from a course, or by underloading, incur a course deficiency(cies). Non-seniors who wish to take only four courses in a semester may do so, but should consult with one of the Deans; students who underload should plan to remove the course deficiency so incurred as soon as possible (see 6.1 and 6.2). Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.2 Tuition shall apply per semester as published even if a minimum full-time load or less is carried.

2.3 All students wishing to enroll in a sixth course during a semester must receive a Dean's approval before confirmation of registration. Approval will be given to the request of students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought. Students whose averages so defined are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by a Dean to enroll in a sixth course. Overload courses must be taken initially as audits and at the student's request are changed to credit at the time specified in the *Schedule of Courses* and posted outside the Deans' Office. Students are not permitted to take a sixth course in their first semester at Boston College.

All students taking a sixth 3-credit course for acceleration or for making up a deficiency will be charged at the prevailing credit-hour rate.

2.4 The only courses which a student, after admission to Boston College, may apply toward an Arts and Sciences degree (whether for core, major, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Deans of the College of Arts and Sciences are authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross-registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special study programs at an academic institution other than Boston College;
- removal of deficiencies incurred by failure, withdrawal from a course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration.

For any of the above exceptions, students must obtain in advance written approval from a Dean of the College of Arts and Sciences.

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 103) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

- 1) Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by a Dean.
- 2) Overload courses taken for acceleration will carry an extra tuition charge.
- 3) Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

Pass/Fail Electives

3.1 Non-Freshmen are eligible, with approval of the department concerned, to enroll in a course on a Pass/Fail basis. This must be done at registration time in the Office of the Deans.

3.2 No more than 6 courses carrying "Pass" will be accepted towards the A&S degree.

3.3 Courses completed with a "Pass" evaluation do not fulfill the requirements of either the core curriculum or major field.

Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

- a) At any time before the senior year, a student may be exempted from taking courses in a core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.
- b) Certain departments offer and identify full-year courses whose second semester content builds upon the material covered in first semester. For this reason, a student who fails the first semester of such a course should seriously consider whether it is advisable to continue in the second semester. However, a student may, with the approval of a Dean, be allowed to continue in the course. A second semester grade of C+ or better will entitle the student to credit and a grade of D- for the first semester of the course. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where this regulation applies is on file in the Dean's Office.

Academic Standards

5.1 It is expected that a student will have passed 10 courses by

the beginning of the second year, 20 courses by the beginning of the third year and 30 courses by the beginning of the fourth year.

5.2 Students who transfer to Boston College with fewer courses credited than required for the status assigned by the Admissions Office must make up these deficiencies in order to graduate as scheduled.

5.3 Beginning with the Class of 1985, in order to remain in the College a student must maintain a cumulative average of at least 1.50 during the first two years, as the minimum standard of scholarship, but must have a minimum cumulative average of 1.667 in order to begin the senior year. In addition, a student must have passed, while at Boston College, at least 8 courses by the end of the first year, 18 courses at the end of the second year, 28 courses at the end of the third year. Otherwise, the Associate Deans will require the student to withdraw. If a student passes only 2 courses in a semester, the Associate Deans will require immediate withdrawal.

5.4 Beginning with the Class of 1985, a student whose cumulative average falls below 2.000 or who incurs two deficiencies is automatically on academic warning and will be so informed by a letter from the Office of the Associate Deans. A student whose cumulative average falls below 1.667 loses academic good standing. A student who incurs three or more deficiencies loses academic good standing and will be required to withdraw from the College. The Office of the Associate Deans shall issue a letter to any student not in academic good standing requiring such a student to obtain appropriate academic advisement, as specified in the letter.

5.5 A student who has been required to withdraw because of three or more deficiencies may immediately apply to the Deans for reinstatement or readmission. To be eligible for return a student must, ordinarily, reduce outstanding deficiencies to one by passing, with grades of at least C-, course(s) which have been approved in advance by a Dean (see 6.1 below). A student who has not received prior approval from a Dean, or who fails to achieve a grade of C- in each of the requisite number of decision, after review of such matters, when unanimous, is approved courses, will not be allowed to matriculate in the College of Arts and Sciences for at least a semester.

5.6 Only a student who is in academic good standing shall be graduated from the College.

5.7 Appeals on matters of fact involved in required withdrawal, reinstatement or readmission are to be made to the Associate Deans; their decision, after review of such matters, when unanimous, is final. Appeals on matters of fact where the decision of the Associate Deans on review is by split vote and appeals on questions of interpretation of the Regulations involved in required withdrawal, reinstatement or readmission can be carried only to the Dean of the College of Arts and Sciences.

Make-Up of Course Deficiencies

6.1 A student who, by failure, withdrawal or underload, lacks the number of courses required for his/her status must make up the deficiency(cies). This must be done by passing additional course(s) at Boston College in the regular academic year, or with a grade of at least C-, courses in the Boston College Summer Session or Evening College or, with at least C-, courses at another accredited four-year college. **EVERY MAKE-UP COURSE MUST BE AUTHORIZED IN WRITING BY A DEAN OF THE COLLEGE OF ARTS AND SCIENCES PRIOR TO REGISTRATION IN IT.** A deficiency should be made up as soon as possible after it has been incurred.

6.2 To make up deficiencies no more than three approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of four approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

Class Attendance

7.1 In order that students may derive the fullest benefit from the college experience, they are expected to attend class regularly. After an absence a student is responsible for finding out what happened in class, especially for getting information about announced tests, papers, or other assignments. Professors may include, as part of the semester grade, marks for the quality and quantity of the student's participation in class, provided an-

nouncement of this factor is made at the beginning of the semester.

7.2 A student who is absent from class on the day of a previously announced test or assignment is not entitled, as a matter of right, to make up what was missed.

7.3 In cases of absence extending beyond a week the student or a family member is expected to communicate with a Dean of the College of Arts and Sciences. Academic arrangements for the student's return to courses should be made with a Dean of the College as soon as the student's health or other circumstances permit.

Leave of Absence

8.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions, and will usually last for no more than one year, although petition for extension is possible.

Academic Integrity

9.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats on examinations or plagiarizes on assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgement by an Administrative Board, as the student shall request.

Administrative Board

10.1 An Administrative Board shall act, when called upon, in matters relating to "Academic Integrity."

10.2 An Administrative Board shall be composed of three people from the College, i.e., a Dean, a full-time faculty member, and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated annually for this purpose by the student members of the Educational Policy Committee.

10.3 A student coming before an Administrative Board shall have the right to exercise two challenges without cause against the student and/or faculty appointees to the Board.

Procedure of Appeal

11.1 Students with questions of interpretation or petitions for exception from these Regulations, apart from those specified in 5.5 above, may submit them to an Appeals Board appointed by the Educational Policy Committee.

11.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question the student should first refer the matter in an informal manner to the chairperson or director of the appropriate department or program.

11.3 A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, may be made normally no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the department chairperson or program director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

Internal Transfers into Arts and Sciences

12.1 The College of Arts and Sciences expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least three semesters of full-time study in Arts and Sciences after the transfer; previous enrollment in A&S courses will not satisfy this requirement.

Grade Change

13.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Dean's Office no later than 6 weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a Dean to finish the work after the end of the semester in which the course was initiated.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades: Summa Cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna Cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude to the next 15%. These percentages are based on the student's 8-semester cumulative average.

Special Academic Programs

The Honors Program

Scholastic excellence has traditionally been a hallmark of the educational experience at Boston College. In keeping with this tradition the Honors Program offers a flexible educational experience which provides new and innovative courses to satisfy the educational needs and interests of students with unusual talent and a record of superior achievement.

Students who seem to be sufficiently prepared and motivated to attempt a demanding program of study are interviewed and may be invited to participate in the Honors Program.

Students admitted to the Honors Program have added opportunity to devote their collegiate years to an education dedicated to excellence and enrichment through specialized curricula, modes of teaching and educational methods. Some examples:
The Western Cultural Tradition This two-year course for Freshmen and Sophomores is designed as a substitute for normally required core courses in English, Theology and Philosophy. Taught through methods ranging from lecture to seminar, the course attempts to discover and assess the ideas, issues, and values of Western Civilization in their cultural context.

Students in the Honors Program normally participate in a Junior Honors Seminar and a Senior Honors Thesis.

Scholar of the College

Candidacy in the Scholar of the College Program is extended to seniors with a 3.3 average who, after filing applications and demonstrating exceptional achievement, maturity, scholarly interest or creative skill, have been nominated by the Chairperson of their major department and been selected by the Dean of the College of Arts and Sciences. The Program aims at recognizing, encouraging and challenging superior scholarly and creative ability. In senior year the candidates carry one or two upper-division electives while engaged in a Scholar's Project (an unusually scholarly or creative piece of work) under the direction of one or two faculty members. Upon satisfactory completion of the Scholar's Project the candidate is given the distinction of Scholar of the College at Commencement in May. Application for candidacy and an outline of the proposed project must be submitted to the chairperson by November 10 of the junior year if the student is a January graduate and April 1 of the junior year if the student is a May graduate.

Departmental Honors

The designation of departmental honors is reserved for above-average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

Independent Major

While under normal circumstances students are advised to follow

the formal educational programs offered by the departments, in rare instances, for those students with special interests or needs which cannot be satisfied in a regular major, or double major, the College provides an extra-departmental major called an "Independent Major". This major requires a student to plan, with the aid of a faculty advisor, an interdisciplinary program involving at least ten upper division courses, normally extending over no more than three departments, and selected in accordance with a clearly defined unifying principle. Such proposed majors should be submitted in writing to the Dean's office before the end of a student's sophomore year. The Dean will arrange a review of each proposal before the Committee on Independent Majors, and this committee will rule on the application and will insure that the major will be comparable in depth and coherence to a typical departmental concentration.

Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer a joint degree program for a limited number of undergraduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Welfare) and apply for formal acceptance in the program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year, at which time they receive the BA degree. They then enroll as Second Year MSW candidates for their fifth and final year. Further information and application materials may be obtained from the Graduate School of Social Work Admissions Office, McGuinn 135.

Bachelor's-Master's Program in Arts and Sciences

This is a four-year program offered in conjunction with the Graduate School of Arts and Sciences for students who have at least a 3.3 average and who have demonstrated to exceptional degree maturity, ability to work independently and knowledge of their chosen field. Under this program a student will, upon satisfying the requirements of both undergraduate and graduate schools, be awarded Bachelor's and Master's degrees. Students interested in applying to this Program must present to the Dean of the College of Arts and Sciences by the end of the Sophomore year a formal proposal written in consultation with the department chairperson and a graduate faculty advisor in the intended major area. Admission to the Program is recommended by the Dean to the Graduate School of Arts and Sciences after an appraisal of the applicant by a Dean's committee of advisors. Such recommendation will depend on overall excellence in the student's undergraduate record and exceptional performance in the undergraduate major.

Further details regarding the proposal format and overall Program requirements may be obtained from A&S Department offices or the Office of the Dean.

Minor in Secondary Education for Students in Arts and Sciences

Students majoring in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Speech Communication and Theatre or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

Pre-Medical/Pre-Dental Program

This program, which is not an academic major, is headed by the Pre-Medical/Pre-Dental Advisor. Over the years the program has guided the undergraduate preparation of thousands of students and has assisted them in securing admission to scores of medical and dental schools, including the most prestigious.

Medical and dental schools state clearly their preference for the applicant who, in college, has majored and excelled in a field of interest while demonstrating ability and achievement in at least four full-year science courses. Thus, the student planning to study medicine or dentistry may choose for a major field in college any one of the humanities or natural sciences or social sciences. Whatever the major, he or she is expected to acquire a liberal education and is required to have among his or her collegiate courses one year of each of the following with laboratory: General Chemistry, Organic Chemistry, Biology and Physics. In addition, some medical and dental schools suggest or recommend one or several science electives; a large and growing number require a year of Calculus. Medical and dental schools expect good performance in all academic areas. Applicants with slightly lower grades in unusually challenging programs or in advanced courses are at least as acceptable as those with good or excellent grades in less demanding curricula or courses.

Since normally application for medical and dental schools is made at the beginning of senior year and since, therefore, evaluation and decision about admission are based on the student's record for three years, completion of the required sciences and mathematics by the end of junior year is strongly recommended.

Because a large number of students are interested in careers in medicine and dentistry, competition for admission to medical and dental schools has become very intense. The mean grade point average for the 15,000 students admitted to medical school in Sept. 1978 is 3.48 (out of 4.0). For this reason, students in the pre-medical/pre-dental program are urged to examine critically and realistically their own performance by the middle of the sophomore year. Students who have any doubts about their academic record should consult the Pre-Medical/Pre-Dental Advisor as early as possible. Students are also urged to consider alternate careers while fulfilling the requirements for admission to medical or dental school. By careful choices of major and courses a student may prepare for careers in science, education, and management, as well as health services. Careers will be open in government, industry, teaching and social services for students who have a basic knowledge of mathematics, biology, chemistry and physics along with a knowledge of economics, management, sociology and psychology.

Greycliff French and Spanish Language Houses

Greycliff is a living/learning residence designed to encourage fluency in language speaking.

Students living at Greycliff participate in informal programs in the languages.

Residents are required to attend a weekly conversation hour for Greycliff students, under the supervision of a faculty member. After completion of two semesters of this living/learning program, Greycliff residents will receive 3 course credits. (See listing in Romance Languages course offerings).

Special Interdisciplinary Programs

In addition to the Areas of Major Study offered by individual departments, a variety of special programs is available. While no one of these is to be assumed a major, it is possible, in some of them, to develop a major program; and all of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program, even if it is not a major.

American Studies

American Studies is an interdisciplinary approach to the history, culture, and society of the United States. It represents a "holistic" approach to cultural study which transcends the boundaries of traditional disciplines. Cooperating departments include English, Economics, Fine Arts, History, Political Science and Sociology. The Program is housed in the Slade-Hovey Center (Hovey House).

Qualified undergraduate students can develop a major in American Studies through the Independent Major Program. With the aid of a faculty advisor, students submit a proposal for an independent major in the second semester of their sophomore year; normally that program shall encompass eleven courses, in-

cluding a four-course "core" preparation in appropriate departmental offerings, and a senior project. Students are also encouraged to undertake study in local Boston history and, where possible, participate in the graduate Master's Core colloquium in American Studies.

Interested students should contact Professor Christopher Wilson, English Department, Hovey House.

Archaeological Expedition to Cyprus

Fir five weeks in the early summer of 1983, a Boston College team, including twelve undergraduates, will excavate at "The Castle of the Forty Columns" in Paphos, Cyprus. This Byzantine castle was conquered in 1191 during the Third Crusade by English knights under Richard the Lion Heart.

In the departments of History and Fine Arts, several courses are offered in 1982-83, courses which provide an interdisciplinary focus on the history, art and archaeology of the medieval Eastern Mediterranean, especially Cyprus. These courses are designed to appeal to students interested in the larger area focus, also to students desiring to participate in the archaeological expedition (to be offered as a summer school course).

Further information can be obtained from Professor John Rosser, Carney 228, x3808.

Black Studies

Black Studies at Boston College is an interdisciplinary program. Through courses in history, literature, sociology, political science, and the arts students can pursue a variety of approaches to understanding the black experience. A particular feature of the program is the introductory seminar, designed to introduce the student to interdisciplinary learning in the area of Black Studies. In addition to the courses listed below, related courses are offered in various departments in the university. Interested students should consult Mrs. Amanda Houston, Coordinator of the Black Studies Program, in Lyons 301, x3238.

Bk 102 Seminar: Introduction to Black Studies (F; 1)

Department

Bk 104 Afro-American History I (F; 3) Department

Bk 106/En 418 African-American Literature I (F; 3) Fahamisha Shariat Brown

Bk 240/Sa 257 Black Theatre and Drama I (F; 3) Fahamisha Shariat Brown

Bk 252/Sc 166 The Structure of the Black Family (F; 3) Dibinga Wa Said

Bk 264 Business Ethics: Multinational Corporations in the Third World (F; 3) Dibinga Wa Said

Bk 278 The American Labor Movement and the Black Worker (F; 3) Amanda Houston

Bk 282 The Thought of W.E.B. DuBois (F; 3) Department

Bk 286 History of Black Music (F; 3) Dan Woods

Bk 105 Afro-American History II (S; 3) Department

Bk 107 African-American Literature II (S; 3) Fahamisha Shariat Brown

Bk 241/Sa 258 Black Theatre and Black Drama II (S; 3)

Fahamisha Shariat Brown

Bk 265 Business Ethics: Multinational Corporations in the Third World (S; 3) Dibinga Wa Said

Bk 279 Perspectives on Black Women (S; 3) Amanda Houston

Bk 283 Blacks in Boston (S; 3) Department

Bk 287 The Process of Liberation in Africa (S; 3) Tsenay Serequeberhan

The Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston-Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at M.I.T. and offers subjects to students in the humanities at participating universities during the last two years of undergraduate and the first two years of graduate work in an area of scholarship periodically determined by its membership. The program currently involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All subjects have limited enrollment. For fur-

ther information contact Prof. William Youngren, of the English Department, Carney 428, x3733.

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia. Many of these same professors also take part in two biennial interdepartmental courses sponsored by CEERA.

In addition to teaching activities, members of the Center are involved in publication of the specialized quarterly *Studies in Soviet Thought* and of the monograph series *Sovietica*, which now contains some forty-two volumes. Interested students with some knowledge of Russian or other relevant languages are encouraged to participate in these projects. CEERA also sponsors talks and symposia on topics of interest.

Undergraduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from:

Prof. Thomas J. Blakeley (Philosophy), Director, Carney 201A

Prof. Peter S.H. Tang (Political Science), Associate Director McGuinn 229

Information on undergraduate majors with related area concentrations should be obtained directly from the academic departments: AB, MA, PhD in History or Philosophy; AB, MA in Russian or in Slavic Studies (Slavic & Eastern Languages).

Environmental Studies

The Environmental Studies Program, under the direction of Professor George Goldsmith, assists students in the design of interdisciplinary projects and programs dealing with environmental matters. Through it, students have access to environmental facilities and resources at fourteen area institutions.

Students in the Environmental Studies Program must major in a specific discipline. They may, however, develop a related concentration in environmental studies by choosing relevant courses from the offerings of various departments on the BC campus and, in some instances, on the campuses of those institutions which have consortial arrangements with Boston College. Credit can also be obtained for independent study and internships with various environmental groups, both government and private.

The Environmental Program sponsors, from time to time, special programs aimed at increasing environmental awareness. Those interested in pursuing studies in this area should contact the Environmental Center, Prof. George Goldsmith, Higgins 453, x3592.

The Immersion Program in French

An interdisciplinary program administered by the Department of Romance Languages and Literatures.

Qualified students will take five core courses in French. They may select four courses in French from Economics, Fine Arts, History, Philosophy, Sociology or Theology. The Romance Languages Department coordinating course Rl 341-342 will provide the student's fifth course. All potential candidates must be interviewed by selected faculty. Prerequisite: At least the equivalent of intermediate college French. For further information contact Katharine Hastings, Bourneuf House, x3262. Among the courses included in the Program are:

Rl 341-342 Immersion Program Coordinating Course (F, S; 3) Department

Th 081 French Religious Thinkers from Pascal to the Present (F, S; 3) Ernest Fortin, S.J.

Pl 513 Contemporary French Philosophy I (F, S; 3) Richard Cobb-Stevens

Hs 087-088 Europe from 1500 to the Present I (F, S; 3) Radu Florescu

Fa 223 Medieval Art in France (F, S; 3) Pamela Berger

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Ec 135–136 Principles of Economics in French (F, S; 3) *Andre Daniere*

Sc 441 Comparative Health Systems: France, West Germany and the United States (F, S; 3) *Jeanne Guillemin*

Mc 022 Computer Science (F, S; 3) *Marc Shapiro*

Mj 681 France, the EEC and World Trade (F, S; 3) *Frank J. Parker, S.J.*

Irish Studies

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries; a study tour in Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish Studies offers a junior year Irish Studies Program at University College, Cork, which provides intensive exposure in areas of Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Adele Dalsimer and Kevin O'Neill of the English and History Departments.

Specific courses in the Irish Studies Program are listed below. Detailed descriptions may be found under the appropriate Departmental listings.

Students interested in studying the Irish language should consult the Evening College Catalogue.

Hs 115 Cultural History of Irish People (F; 3) *Kevin O'Neill*

Hs 417/En 500 Politics and Literature of Irish Freedom (F; 3) *Kevin O'Neill, Adele Dalsimer*

Sc 495 Ireland: Society in Transition (S; 3) *John Donovan*

Hs 618 19th Century Ireland: The Human Crisis (S; 3) *Kevin O'Neill*

En 501 Major Irish Writers (S; 3) *Adele Dalsimer*

En 506 Twentieth Century Irish Poetry *Adele Dalsimer*

Students interested in the Irish Studies Program should contact Professor Adele Dalsimer of the English Department, Carney 439, x3723 or Professor Kevin O'Neill of the History Department, Carney 162, x3793.

Medieval Studies

This interdisciplinary program is designed to give undergraduates a comprehensive view of the medieval period, including such subjects as history, geography, linguistics, literature, art, philosophy, theology, and science.

Some courses which may be taken in the Medieval Studies Program are listed below. Detailed descriptions may be found under the appropriate Departmental listings.

En 600 Contemporaries of Chaucer (F; 3) *Raymond Biggar*

En 315 Chaucer: The Canterbury Tales (S; 3) *Raymond Biggar*

En 331 Courtly Love (F; 3) *Joseph Longo*

En 601 Arthurian Legend (F; 3) *Charles Regan*

En 605 Old English (F; 3) *Charles Regan*

En 317 Chaucer (F; 3) *Richard Schrader*

En 320 Modern Arthurian Literature (S; 3) *Richard Schrader*

Fa 221 Art of the Early Medieval World (F; 3) *Pamela Berger*

Fa 222 Art of the Later Medieval World (F; 3) *Pamela Berger*

Fa 428 Seminar in Manuscript Illumination (S; 3) *Pamela Berger*

Gm 239 German Literature of the High Middle Ages (S; 3) *Michael Resler*

Hs 207; Th 152 Islamic Civilization in the Middle East (F; 3) *Benjamin Braude*

Hs 337 Late Roman Empire (F; 3) *John Rosser*

Hs 338 Byzantine Empire (S; 3) *John Rosser*

Hs 323.91 Archaeological Expedition to Cyprus (Summer Session; 3) *John Rosser*

Pl 340 Philosophy in the Middle Ages I & II (F, S; 3, 3) *Norman Wells*

Rl 616 Survey of Medical Spanish Literature (F, S; 3, 3)

Guillermo L. Guitarte

Sl 317 Old Russian (F; 3) *Michael J. Connolly*

Sl 221/Th 198 The Language of Liturgy (S; 3) *Michael J. Connolly*

Th 581 The Theology of St. Thomas (F; 3) *Stephen Brown*

Th 474 Six Medieval Theologians (S; 3) *Stephen Brown*

Th 129–30 Christianity: The Medieval Experience (F, S; 3, 3) *Patricia DeLeeuw*

Th 477 Church as State: The Development of Structures of Authority in the Medieval Church (S; 3) *Patricia DeLeeuw*

Information about this program is available from Professor Patricia DeLeeuw of the Theology Department, Carney 402, x3894.

Middle Eastern Studies

This program emphasizes the interdisciplinary study of the Middle East from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern Studies useful for careers such as journalism, diplomacy, business, social service as well as graduate programs of academic and professional training. It promotes and encourages lectures and discussions on the Middle East for the benefit of the entire Boston College community. It also acts as a center for information on academic travel and study in the region. Courses cover the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings. In addition to the courses listed below we alert students to courses in the languages, literatures, and religions of the Middle East offered by the Departments of Theology and Slavic and Eastern Languages and by Boston University, Brandeis University, Hebrew College, and Tufts University for Boston College credit under the Cross Registration Program. Detailed descriptions may be found under the appropriate Departmental listings.

Hs 207/Th 151 Islamic Civilization in the Middle East (F; 3) *Benjamin Braude*

Hs 208 The Middle East in the Twentieth Century (S; 3) *Benjamin Braude*

Hs 315/Th 315 Christians and Jews under Islam: Nation-Building (F; 3) *Benjamin Braude*

Hs 338 The Byzantine Empire (S; 3) *John Rosser*

Hs 500 Iran in the Twentieth Century (S; 3) *Ali Banuazizi*

Hs 627 Travelers and Spies in the Middle East: Lawrence of Arabia and His Colleagues (F; 3) *Benjamin Braude*

Po 426 Revolution and Social Change in the Contemporary Middle East (F; 3) *Rolf Wichmann*

Po 453 Seminar on Politics and Social Change in the Contemporary Middle East (F; 3) *Rolf Wichmann*

Students interested in this program should contact Professor Benjamin Braude, History Department, Carney 146, x3787; Professor Rolf Wichmann, Political Science Department, McGuinn 344, x4179; or Professor Ali Banuazizi, Psychology Department, McGuinn 324, x4124.

Program for the Study of Peace and War

Since its inception in 1971, the Boston College Program for the Study of Peace and War has provided students with opportunities to study and act upon questions related to violence and conflict management. The goal of the program is to challenge the university community to confront the nature of war and injustice, explore alternatives to these problems, and to construct new institutions and values which encourage peaceful relationships among individuals, groups, and nations.

Two interdisciplinary courses, Perspectives on War, Aggression, and Conflict Resolution, Part I & II, form the core of the program. Instituted in 1974, these courses have involved faculty from the departments of History, Sociology, Theology, Philosophy, Psychology, Economics, Physics, and Political Science. Perspectives I is devoted primarily to an investigation of the causes of war and conflict while Perspectives II presents a series of alternatives to war and injustice.

A student who is interested in pursuing further studies in this area may elect two other interdisciplinary offerings. One such course, *The Crisis of World Hunger*, offered jointly by the Economics, Sociology and Theology departments, is an investigation of the nature of the world hunger problem from various perspectives. Its sister course, entitled *Energy and Global Conflict*, explores the implications of increasingly scarce energy resources for actual and potential international conflict. Both courses seek to integrate analysis of the problems with prescriptions for solutions.

In addition to the four interdisciplinary courses sponsored by the program, an interested student may elect other courses from within the university to build an integrated program in Peace Studies. While curriculum development has been our main focus, the program also sponsors numerous extracurricular activities. We conduct a regular film series, sponsor lecture series, and organize conferences on issues of interest to the Boston College Community. Students interested in this program should contact John Mullaney, S.J., x3514.

Women's Studies

The Committee for Women's Studies coordinates courses which explore directly or offer important perspectives on the changing role of women in the institutions that shape public and private life. Offerings include courses in history, literature, philosophy, sociology, psychology, political science, economics and other fields. In addition, an Introduction to Feminism seminar course is student-taught under faculty direction. The Committee provides direction for students interested in exploring a sequence of Women's Studies courses or in constructing an Independent Major. Listings in Women's Studies follow. Detailed descriptions may be found under the appropriate Departmental listings.

En 125/Sc 225 Introduction to Feminism (F; 3) (S; 3) Judith Wilt

En 381 Bronte, Eliot, Woolf (F; 3) Eileen Barrett

Hs 297 Women in Russian History and Culture (F; 3) Roberta Manning

Sc 363 Women at Work (F; 3) Sharlene Hesse-Biber

Pl 246 Contemporary Women in Philosophy (F; 3) (S; 3) Patricia Bowen

Pl 278 Philosophy of Women (F; 3) (S; 3) Patricia Bowen

En 383 Dickinson and Woolf (S; 3) Judith Wilt

Hs 250 Women's Experience in America (F; 3) Janet James

Bk 297/Sc 119 Perspectives on Black Women (S; 3) Amanda Houston

For further information contact Professor Judith Wilt, English Department, x3705.

Senior Awards and Honors

Scholar of the College: For unusual scholarly and/or creative talent as demonstrated in coursework and the Scholar's project. Candidates for Scholar of the College are nominated by the department chairperson and selected by the Dean in their Junior year.

Order of the Cross and Crown: For Senior men and women who, while achieving an average of at least 3.5, have established records of unusual service and leadership on the campus.

Bapst Philosophy Medal: For overall outstanding performance in philosophy courses.

George F. Bemis Award: For distinguished service to others.

Albert A. Bennett Award: To a member of the Senior Class who has demonstrated a high level of mathematical achievement and has shown interest in and desire for a career in teaching.

Wendy Berson Award: For excellence in Romance Languages.

Alice Bourneuf Award: For excellence in Economics.

Francis A. Brick Award: For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

Brendan Connolly Award: For outstanding love of books and learning.

Cardinal Cushing Award: For the best creative literary composition published in a Boston College undergraduate periodical.

Patrick Durcan Award: For overall outstanding performance in history courses.

Mary A. and Katherine G. Finneran Commencement Award: For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

General Excellence Medal: For general excellence in all branches of studies during the entire four years at Boston College.

William A. Kean Memorial Award: To that member of the graduating class deemed the outstanding English major.

William J. Kenealy Award: To a graduating Senior who has been distinguished in academic work and social concern.

Mark J. Kennedy Medical Scholarship: A medical scholarship in memory of Mark J. Kennedy (1959–1979), Class of 1981, given to a student who has been accepted to a medical school and who has been outstanding in character, leadership and scholarship.

Allison R. Macomber, Jr. Award in the Fine Arts: For outstanding work in the Fine Arts in honor of Allison R. Macomber, Jr., Artist-in-Residence at Boston College, 1963–1979, whose presence and teaching opened the eyes not only of his students but of the entire community to the greatness and wonders of art.

Albert McGuinn Award: For excellence in a science or mathematics major combined with achievement—either academic, extracurricular, or a combination of both—in the social sciences or humanities.

John F. Norton Award: To the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: For overall outstanding performance in theology courses.

Harry W. Smith Award: To a Senior who has used personal talents to an exceptional degree in the service of others.

Joseph Stanton Award: To a student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Tully Theology Award: For the best paper on a theological subject.

Nominations for these awards may be submitted to the Office of the Dean.

Areas of Major Study

The philosophy and objectives of each major are presented below, along with specific course requirements. These requirements include the number of courses, as well as specific courses or distribution requirements necessary for the major. They may also include requirements for achieving departmental honors.

In a liberal arts college, the major is not only a path to some future profession, but is itself, together with core courses, and electives taken in other areas, a liberal arts experience. A major is a systematic concentration of courses taken in a given academic discipline which enables a student to acquire a somewhat more specialized knowledge of the methodologies used in the discipline, their origins, their possibilities and limitations, and the current state of the art. This is done by means of a hierarchical sequence of courses or by appropriate distribution requirements. Attention is to be given to the history of the discipline, its various methodologies and research tools, and to its various subfields, and to the areas of concern in which the discipline is presently involved.

The term course in the descriptions below refers to a course of at least 3 semester-hour credits.

Biology

Faculty

Professor[®] Maurice Liss, A.B., Harvard University; Ph.D., Tufts University School of Medicine

Professor Jolane Solomon, A.B., Hunter College; A.M., Ph.D., Radcliffe College

Professor William D. Sullivan, S.J., A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

Professor Yu-Chen Ting, A.B., National Honan University; M.S.,

University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Professor Chai H. Yoon, A.B., Alma College; Ph.D., Ohio State University

Associate Professor Maria L. Bade, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Associate Professor Walter J. Fimian Jr., A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Associate Professor James J. Gilroy, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Associate Professor Jonathan J. Goldthwaite, Chairman of the Department
B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Associate Professor Joseph A. Orlando, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Associate Professor William H. Petri, A.B., Ph.D., University of California, Berkeley

Associate Professor Donald J. Plocke, S.J., B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Allyn H. Rule, B.S., Central Connecticut College; A.M., Ph.D., Boston University

Associate Professor Chester S. Stachow, B.S., M.S., Ph.D., University of Manitoba

Assistant Professor Joseph S. Levine, A. B., Tufts University; A.M., Boston University Marine Program; A.M., Ph.D., Harvard University

Assistant Professor R. Douglas Powers, A.B., SUNY; Ph.D., Syracuse University

Assistant Professor Raymond E. Sicard, A.B., Merrimack College; M.S., Ph.D., University of Rhode Island

Lecturer Mary D. Albert, B.S., University of New Hampshire; A.M., Bryn Mawr College; Ph.D., Brown University

Program Description

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in various basic and applied areas of biology. These include the health-related professions as well as a diversity of other careers. Formal course offerings, laboratory work, and individual research projects under the guidance of a faculty advisor offer the student opportunity for individual initiative and creativity.

Requirements: One year each of general chemistry (Ch 109–110), organic chemistry, (Ch 231–232), and physics (Ph 211–212), each with the accompanying laboratory course, and one year of calculus. (Mt 100–101). Within the department, the following courses are required: Introductory Biology and Laboratory (Bi 200–202, Bi 201–203), Genetics and Laboratory (Bi 300–301) and Bacteriology and Laboratory (Bi 310–311). Three additional upper division elective courses in biology, exclusive of Undergraduate Research and Tutorial, complete the minimal requirements for students in the Class of 1984 and earlier classes. Five upper division electives are required for students in the Class of 1985 and later classes. Students are generally advised to take additional courses in biology and related areas. Those planning to pursue graduate studies in basic science are especially encouraged to take courses such as biochemistry, physical chemistry and analytical chemistry.

Although there is no formal biochemistry major available in the university, students wishing to concentrate in that area should consider developing an Independent Major in Biochemistry (see Special Academic programs in the Arts and Sciences section of this Bulletin). This would involve courses offered by the departments of Biology, Chemistry, Physics and Mathematics.

Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee. Courses numbered 500–599 are for undergraduate and graduate registration.

Bi 100 Survey of Biology I (F; 3)

A survey of Biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses man with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of the body and how they are influenced by internal and external factors. Three lectures per week.
The Department

Bi 102 Survey of Biology II (S; 3)

A continuation of Bi 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, and behavior.
The Department

Bi 110 General Biology I (F; 3)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed include behavior, population dynamics, ecology, evolution). Three lectures per week.
The Department

Bi 111 General Biology Laboratory I* (F; 1)

Required of students taking Bi 110. One two-hour laboratory period per week.
The Department

Bi 112 General Biology II (S; 3)

A continuation of Biology 110.
The Department

Bi 113 General Biology Laboratory II* (S; 1)

Required of all students taking Bi 112. One two-hour laboratory period per week.
The Department

Bi 130 Anatomy and Physiology I (F; 3)

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. The course is intended for students preparing for a career in nursing. A limited number of other students may be admitted only with permission of the instructor.
Raymond E. Sicard

Bi 131 Anatomy and Physiology Laboratory I* (F; 1)

Laboratory exercises intended to familiarize the students with the various structures and principles discussed in Bi 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week. Required of students taking Bi 130.
Raymond E. Sicard

Bi 132 Anatomy and Physiology II (S; 3)

A continuation of Bi 130.
R. Douglas Powers

Bi 133 Anatomy and Physiology Laboratory II* (S; 1)

A continuation of Bi 131. Required of students taking Bi 132.
R. Douglas Powers

Bi 200 Introductory Biology I (F; 3)

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors.
The Department

Bi 201 Introductory Biology Laboratory I* (F; 1)

One three-hour laboratory period per week. Required of all students taking Bi 200.
The Department

Bi 202 Introductory Biology II (S; 3)

A continuation of Bi 200. Required for biology majors.
The Department

Bi 203 Introductory Biology Laboratory II* (S; 1)

One three-hour laboratory period per week. Required of all students taking Bi 202.
The Department

Bi 220 Microbiology (F; 2)

Prerequisites: Bi 130–132

A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles. Two lectures per week.

Elinor M. O'Brien

Bi 221 Microbiology Laboratory* (F; 1)

One two-hour laboratory period per week. To be taken in conjunction with Bi 220.

Elinor M. O'Brien

Bi 300 Genetics (F, S; 3)

Prerequisite: Bi 200–202

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics. Three lectures per week. Required for biology majors.

*William H. Petri
Yu-Chen Ting
Chai H. Yoon*

Bi 301 Genetics Laboratory* (F, S; 1)

To be taken in conjunction with Bi 300. One three-hour laboratory per week. Required for biology majors.

*William H. Petri
Yu-Chen Ting
Chai H. Yoon*

Bi 310 Bacteriology (F, S; 3)

Prerequisites: Bi 200–202, Ch 231 taken concurrently or previously.

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals, and man. Three lectures per week. Required for biology majors.

*James J. Gilroy
Chester S. Stachow*

Bi 311 Bacteriology Laboratory* (F, S; 1)

To be taken in conjunction with Bi 310. One three and one-half hour laboratory every other week. Required for biology majors.

*James J. Gilroy
Chester S. Stachow*

Bi 406 Cell Biology (F, S; 3)

Prerequisite: Bi 200–202

Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells.

Maurice Liss

Bi 410 From Cells to Chromosomes

Not offered 1982–1983

Bi 411 From Cells to Chromosomes Laboratory*

Not offered 1982–1983

Bi 420 Comparative Vertebrate Embryology (F; 3)

Prerequisites: Bi 200–202

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo.

Walter J. Fimian, Jr.

Bi 426 Comparative Vertebrate Morphogenesis (S; 3)

Prerequisites: Bi 200–202

The basic principles of vertebrate morphogenesis, with emphasis on evolutionary history, comparative anatomy, and embryological development.

Mary D. Albert

Bi 427 Comparative Vertebrate Morphogenesis Laboratory* (S; 1)

Laboratory exercises to accompany Bi 426. Required of all students taking Bi 426.

Mary D. Albert

Bi 430 Histology (S; 3)

Prerequisites: Bi 200–202

A study of human tissues and organs by means of the microscope; the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will

be motion pictures on gross anatomy, cytology and surgery. Three lectures per week.

Allyn H. Rule

Bi 431 Histology Laboratory* (S; 1)

One three-hour laboratory period per week. Required of all students in Bi 430.

Allyn H. Rule

Bi 440 Molecular Biology (F; 3)

Prerequisites: Bi 200–202, Ch 231–232

An introduction to the study of the structure, synthesis and function of nucleic acids and proteins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of enzyme action and biochemical regulatory mechanisms. Three lectures per week.

Donald J. Plocke, S.J.

Bi 442 Principles of Ecology (S; 3)

Prerequisites: Bi 200–202, Ch 109–110 or permission of instructor. Readings in and discussion of principles and concepts in modern ecological theory.

The Department

Bi 446 Marine Biology (F; 3)

Prerequisite: Bi 200–202 and permission of instructor.

An introduction to marine organisms, accompanied by discussion of morphological, physiological and behavioral adaptations to the marine environment, will be followed by in-depth analysis of selected marine ecosystems. Special topics to be considered at semester's end include aquaculture, marine biomedicine and effects of pollution on marine ecosystems.

Three required field trips. Two lectures per week.

Joseph S. Levine

Bi 448 Comparative Animal Physiology (F; 3)

Prerequisites: Bi 200–202

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live, and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

Marie L. Bade

Bi 450 Principles of Physiology (F; 3)

Prerequisite: Bi 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

R. Douglas Powers

Bi 451 Principles of Physiology Laboratory (F; 1)

One three-hour laboratory per week. Optional course associated with Bi 450.

R. Douglas Powers

Bi 458 Plant Biology (F; 3)

Prerequisites: Bi 200–202

Beginning with a discussion of the major evolutionary trends in plants, the course will study blue-green algae, slime molds and fungi, followed by a discussion of eucaryotic algae, mosses and primitive tracheophytes and concluding with a survey of the gymnosperms and angiosperms.

Mary D. Albert

Bi 459 Plant Biology Laboratory (F; 1)

Laboratory exercises to accompany Bi 458.

Mary D. Albert

Bi 460 Understanding Evolution

Not offered 1982–1983

Bi 461–463 Undergraduate Research* (F, S; 3, 3)

Prerequisite: Permission of the chairperson

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

Bi 465–467 Advanced Undergraduate Research* (F, S; 3, 3)

Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the chairperson.

The Department

Bi 470 Introduction to Biochemistry (S; 3)

Prerequisite: Ch 231–232

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CHEMISTRY

A study of the biochemistry of carbohydrates, lipids, nucleic acids, proteins, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, gene action, control mechanisms and macromolecular biosynthesis will also be included. Two seventy-five minute lectures per week. *Joseph A. Orlando*

Bi 471 Introduction to Biochemistry Laboratory* (S; 1)
Laboratory exercises to accompany Bi 470. *Joseph A. Orlando*

Bi 490 Tutorial in Biology (F, S; 3)
Prerequisite: Permission of the instructor and chairperson
A directed study through assigned readings and discussions of various areas of the biological sciences. *The Department*

Bi 493–495 Current Concepts in Cancer Chemotherapy*
Not offered 1982–1983

Bi 496–498 Seminar in Carcinogenesis
Not offered 1982–1983

Bi 510 General Endocrinology (S; 3)
Prerequisite: Bi 200–202
A study of phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week. *Jolane Solomon*

Bi 520 Plant Physiology (S; 3)
Prerequisite: Bi 200–202
A structural and functional study of physiological processes in developing and mature plants. Topics include nutrition, vascular transport, photosynthesis; and the regulation of growth, differentiation, flowering and aging by environmental and hormonal factors. Agricultural, ecological and industrial applications of these topics are pointed out. Two lectures per week and a term paper. *Jonathan Goldthwaite*

Bi 521 Plant Physiology Laboratory* (S; 1)
One three-hour laboratory per week. Optional, can be taken in conjunction with Bi 520. *Jonathan Goldthwaite*

Bi 538 Biology of Cell Cycle
Not offered 1982–1983

Bi 540 Immunology (F; 3)
Prerequisites: Bi 200–202, Ch 109–110
The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest speakers. Two seventy-five minute lectures per week. *Allyn H. Rule*

Bi 552 Neurobiology (F; 3)
Prerequisite: Permission of instructor
The development, structure, and function of the nervous system. A study of factors influencing neurogenesis, organization of the nervous system, electrochemical behavior of nervous tissue, inter- and intracellular communication and neuroendocrine interactions. *Raymond E. Sicard*

Bi 556 Developmental Biology (F; 3)
Prerequisites: Bi 300 or permission of instructor
Modern aspects of developmental biology with emphasis on molecular and cellular interaction in developmental processes. *William H. Petri*

Bi 560 Biological Statistics (S; 2)
Prerequisite: Bi 200–202
A discussion of probability, chi-square, t-distribution and Poisson distribution, as well as various correlations. *Chai H. Yoon*

Bi 561 Biological Statistics Workshop (S; 1)
Required of all undergraduates enrolled in Bi 560. *Chai H. Yoon*

Chemistry

Faculty

Professor Joseph Bornstein, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Paul Davidovits, B.S., M.S., Ph.D., Columbia University

Professor André J. de Béthune, B.S., St. Peter's College; Ph.D., Columbia University

Professor T. Ross Kelly, B.S., Holy Cross College; Ph.D., University of California at Berkeley

Professor Jeong-long Lin, Chairman of the Department
B.S., M.S., National Taiwan University; Ph.D., Queen's University at Ontario

Professor Robert F. O'Malley, B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Yuh-kang Pan, B.S., National Taiwan University; Ph.D., Michigan State University

Professor Dennis J. Sardella, B.S. Boston College; Ph.D., Illinois Institute of Technology

Professor George Vogel, B.S., D.Sc., Prague Technical University

Associate Professor O. Francis Bennett, B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

Associate Professor E. Joseph Billo, Jr., B.S., M.S., Ph.D., McMaster University

Associate Professor Michael Clarke, A.B., Catholic University; M.S., Ph.D., Stanford University

Associate Professor Evan R. Kantrowitz, A.B., Boston University; A.M., Ph.D., Harvard University

Associate Professor David McFadden, A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Associate Professor Kenneth M. Nicholas, B.S., State University of New York at Stony Brook; Ph.D., University of Texas

Lecturer Clarence C. Shubert, S.J., B.S., Spring Hill College; M.S., Canisius College; S.T.L., Woodstock College; Ph.D., Princeton

Program Description

The Chemistry Department offers a flexible curriculum to those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. Two levels of concentration are offered to the chemistry major. First, there is the professional degree program intended for students who wish to prepare for graduate school as well as for those who will enter the chemical profession directly from college. Second, there is a degree program requiring a lesser concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology.

Requirements: Two semesters of general chemistry (Ch 109–110) and laboratory; two semesters of organic chemistry (Ch 231–232) and laboratory; one semester of analytical chemistry (Ch 351) and laboratory; two semesters of physical chemistry (Ch 475–476); one semester of inorganic chemistry (Ch 520); three advanced electives (numbered in the 500's) one of which must include a laboratory as part of the course. Physics and calculus are taken in the first year along with general chemistry. Intermediate calculus should be taken the following year. Two semesters of German are strongly recommended and should be taken during the first three years. For the professional degree program, the recommendations of the American Chemical Society's (ACS) Committee on Professional Training should be followed: a second semester of analytical chemistry; a semester of qualitative organic analysis, one semester of physical chemistry laboratory, advanced work in senior year in the traditional areas of chemistry or in areas such as independent research or advanced courses in math-

ematics or sciences given outside the department. The Chemistry Department is approved by the A.C.S. Committee on Professional Training.

Course Offerings

An asterisk after a course title indicates that a course carries a laboratory fee. All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry.

Ch 101 Fundamentals of Chemistry (F; 3)

A course for non-science majors for whom chemistry or a laboratory science is a requirement. The course treats basic chemical concepts and principles drawn from the area of general chemistry. The course is applicable to the University Core requirement. Corequisite Ch 103.

Robert F. O'Malley

Ch 102 Fundamentals of Organic Chemistry (F, S; 3)

Prerequisite: One year of high school chemistry or Ch 101

A one semester course designed for non-science majors for whom chemistry or a laboratory science is a requirement. It deals with organic and biochemistry including a study of the structures, reactions and metabolisms of protein, carbohydrates and lipids. The course is applicable to the University Core. Corequisite Ch 104.

Robert F. O'Malley

Ch 103 Fundamentals of Chemistry Laboratory* (F; 1)

Laboratory required of all students enrolled in Ch 101. One three-hour period per week.

Robert F. O'Malley

Ch 104 Fundamentals of Organic Chemistry Laboratory* (F, S; 1)

Laboratory required of all students enrolled in Ch 102. One three-hour period per week.

Robert F. O'Malley

Ch 105–106 Chemistry and Society (F, S; 3, 3)

A course designed exclusively for those not majoring in the natural sciences. The structure and methodology of science as exemplified by chemistry is treated along with the practical effects of chemistry upon society. The application of chemical principles to environmental problems will be stressed. No prior knowledge of chemistry is required and the use of mathematics is minimal. No laboratory required. The course is applicable to the University Core requirement.

André J. de Béthune

Ch 109–110 General Chemistry (F, S; 3, 3)

Prerequisite: One year of high school chemistry

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the University Core requirement. Corequisites Ch 111–112, Mt 100–101.

Paul Davidovits

Evan R. Kantrowitz

Jeong-long Lin

Kenneth M. Nichols

Ch 111–112 General Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled Ch 109–110. One three-hour period per week.

Paul Davidovits

Evan R. Kantrowitz

Jeong-long Lin

Kenneth M. Nicholas

Ch 123–124 Accelerated General Chemistry (F, S; 3, 3)

Prerequisite: One year of high school chemistry

An intensive and demanding course in the fundamentals of chemistry for the prepared and motivated student. Corequisite Ch 125–126, Mt 110–200.

Michael J. Clarke

Ch 125–126 Accelerated General Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 123–124. One three-hour period per week.

Michael J. Clarke

Ch 151 Applications of Science I–Communication (F; 3)

The course is designed primarily for those not majoring in the natural sciences. Chemical and physical principles and devices of communication technology will be discussed, including the telegraph, telephone, radio, sound reproduction, television, semiconductors and lasers. Electromagnetic theory will be explained and the operation of the electromagnetic devices will be described. Through individual projects, each student will explore the role of communication technology in a field of one's own interest. A previous science background is not required, and the use of mathematics will be kept to a minimum. The course is applicable to the University Core requirement.

Paul Davidovits

Ch 152 Applications of Science II–Energy (S; 3)

A course designed exclusively for those not majoring in the natural sciences. Energy will be explored as a natural phenomenon and the different types will be examined: mechanical work, kinetic and potential energy, heat and thermal energy, electrical, chemical (molecular) and nuclear energy. The sources of energy; solar, wind and water power, fossil fuels and nuclear fuels will be reviewed. The laws of conservation and dissipation of energy and the concept of entropy will be discussed. The politics, economics, and ecology, as well as the history, of the concept of energy will be touched upon. The use of mathematics will be kept to a minimum. The course is applicable to the University Core requirement.

André J. deBéthune

Ch 231–232 Organic Chemistry (F, S; 3, 3)

Prerequisites: Ch 109–110

An introduction to the chemistry, properties, and uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds. Corequisite Ch 233–234.

O. Francis Bennett

Joseph Bornstein

George Vogel

Ch 233–234 Organic Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 231–232. One four-hour period per week. Corequisite Ch 231–232.

O. Francis Bennett

Joseph Bornstein

George Vogel

Ch 235–236 Accelerated Organic Chemistry (F, S; 3, 3)

An intensive course in the principles of organic chemistry for the prepared and motivated student. Corequisite Ch 237–238.

T. Ross Kelly

Ch 237–238 Accelerated Organic Chemistry Laboratory (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 235–236. Corequisite Ch 235–236. One four-hour period per week.

T. Ross Kelly

Ch 351–352 Analytical Chemistry (F, S; 4, 4)

Prerequisite: Ch 109–110 or Ch 123–124

A study of the fundamental chemical laws and the theory of solutions as applied to analytical chemistry. Volumetric and gravimetric methods will be emphasized in the first semester and instrumental procedures in the second semester. Corequisite Ch 353–354.

E. Joseph Billo

Ch 353–354 Analytical Chemistry Laboratory* (F, S; 0, 0)

Laboratory required of all students enrolled in Ch 351–352. One four-hour period per week. Corequisite Ch 351–352.

E. Joseph Billo

Ch 391–392 Undergraduate Research (F, S; 3, 3)

Prerequisites: Ch 109–110, Ch 231–232, Mt 100–101, and the consent of the chairperson of the department. Ch 591–592 cannot be taken concurrently.

Undergraduates who have shown exceptional ability engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques. A written report and an oral presentation are required.
The Department

Ch 471–472 Introductory Physical Chemistry (F, S; 3, 3)

Prerequisites: Ch 109–110, Mt 100–101

A two-semester course designed for those who are not chemistry majors, but desire a foundation in topics traditionally treated, such as thermodynamics and kinetic theory. It offers a view of the major areas of the field adapted for biology, geology or other science majors in the junior or senior year.

Clarence C. Schubert, S.J.

Ch 475 Physical Chemistry I (F; 3)

Prerequisites: Ch 231–232, Mt 200–201, Ph 211–212

Fundamental principles and applications of equilibrium thermodynamics.

David L. McFadden

Ch 476 Physical Chemistry II (S; 3)

Prerequisite: Ch 475

An introduction to reaction rate theory, quantum mechanics and spectroscopy as applied to atomic and molecular systems.

David L. McFadden

NOTE: All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry except Ch 552 and Ch 561.

Ch 520 Principles of Inorganic Chemistry (S; 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects.

E. Joseph Billo

Ch 522 Inorganic Chemistry Laboratory* (S; 3)

A course in inorganic synthesis including characterization of the products.

Kenneth M. Nicholas

Ch 534 Organic Synthesis (S; 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

Joseph Bornstein

Ch 535 Physical Organic Chemistry (F; 3)

A survey of methods useful in determination of reaction pathways in organic chemistry.

Dennis J. Sardella

Ch 536 Organic Synthesis Laboratory* (S; 3)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. One lecture and two laboratory periods per week.

Joseph Bornstein

Ch 538 Organic Spectroscopy (S; 3)

The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at a level above that of a beginning course in organic chemistry. No prior knowledge of the field is assumed.

George Vogel

Ch 541 Determination of Organic Structures (F; 4)

Prerequisite: Ch 231–232

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him or her a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separative techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite Ch 543.

O. Francis Bennett

Ch 543 Determination of Organic Structure Laboratory* (F; 0)

Laboratory required of all students enrolled in Ch 541. Two four-hour laboratory periods per week. Corequisite Ch 541.

O. Francis Bennett

Ch 551 Advanced Analytical Chemistry (S; 4)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible,

infrared and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods and gas chromatography. Three lectures and one four-hour laboratory per week. May not be taken without Ch 553.

Ivan C. Mefford

Ch 553 Advanced Analytical Chemistry Laboratory* (S; 0)

Laboratory required of all students enrolled in Ch 551.

Ivan C. Mefford

Ch 561 Biochemistry (F; 3)

Prerequisite: Ch 231–232. Recommended: Ch 351–352

A one-semester introduction to biochemistry. Topics will include structure, function and synthesis of proteins; energetics, kinetics and mechanisms of biochemical reactions; intermediary metabolism, biochemistry of nucleic acids, and the genetic code.

Evan R. Kantrowitz

Ch 566 Bio-inorganic Chemistry (S; 3)

Discussion of the role of metals in biological systems. Behavior of metal ions in aqueous solution. Metal requiring enzymes. Interactions of metal ions with nucleic acids. Transport systems involving inorganic ions. Inorganic pharmaceuticals.

Michael J. Clarke

Ch 568 Advanced Biochemistry and Enzymology (S; 3)

Prerequisite: Ch 561 or equivalent

A selection of topics which expand upon those in Ch 561. Topics will include protein chemistry, enzymology, bioorganic reaction mechanisms, and regulation of energy metabolism.

Ronald W. McClard

Ch 571 Physical Chemistry III (F; 3)

Prerequisite: Ch 476

An introduction to statistical thermodynamics and application of quantum mechanics to molecular systems.

David L. McFadden

Ch 573 Quantum Chemistry and Molecular Structure (F; 3)

A development of the principles of quantum chemistry as they apply to inorganic and organic chemistry. Emphasis on the use of molecular orbital method and a discussion of group theory.

Yuh-kang Pan

Ch 574 Experimental Physical Chemistry* (S; 3)

One lecture and four hours of laboratory per week. Experiments will be chosen to illustrate physical chemical principles, to develop skills such as constructing circuits and apparatus, the use of vacuum techniques, and the operation and calibration of the instruments and to reproduce with good accuracy data available in the literature, as an introduction to experimental research.

Clarence C. Schubert, S.J.

Ch 591–592 Introduction to Chemical Research (F, S; 3, 3)

The essential feature of this course is an independent research project performed under the supervision of a faculty member. This is a two semester course and may not be taken for only one semester. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques. A written report is required at the end of the second semester.

The Department

Classical Studies

Faculty

Associate Professor Eugene W. Bushala, Chairman of the Department

A.B., Wayne State University; A.M., Ph.D., Ohio State University

Associate Professor Lowell Edmunds, A.B., Harvard; A.M., University of California; Ph.D., Harvard University

Associate Professor David H. Gill, S.J., A.B., A.M., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Adjunct Instructor William Batstone, M.A., C.Phil., University of California (Berkeley)

Program Description

A major in Classics offers an experience of liberal education through the study in the original languages and in translation of two great literatures which have contributed to the formation of Western culture. The department regularly offers introductory and intermediate level courses in the Latin and Greek languages as well as advanced courses in individual authors. In addition, through cooperation with other departments, courses are available in the history, art, philosophy and religion of the Ancient World.

There are four different ways in which a student may major in Classics. The requirements for each are as follows:

(1) *Major in Greek*: 8 courses (beyond introductory) in Greek language and literature.

(2) *Major in Latin*: 8 courses (beyond introductory) in Latin language and literature.

(3) *Major in Classics* (Greek and Latin): 12 courses in the original languages. These may include either Elementary Greek or Elementary Latin, but not both.

(4) *Major in Classical Civilization* (new in 1981–82): 12 courses, the majority of which may be taken in translation, but some knowledge of the languages is required. Requirements:

(a) Latin or Greek up to the intermediate level.

(b) Introductory-level course in the other language.

(c) Two courses in Latin or Greek Literature.

(d) Two courses in Ancient History.

(e) Three courses in other areas of Classical Civilization (Art, Philosophy, Religion, Mythology, etc.).

(f) One integrating seminar or reading course in the junior or senior year.

Several courses which apply to the Major in Classical Studies are offered each year in departments other than Classics (History, Philosophy, Fine Arts, Slavic, Romance Languages, Political Science, Theology). Students should consult at registration time with departmental advisers in Classics before selecting courses.

Course Offerings

Cl 010–011.01 Elementary Latin/Intensive (F, S; 6, 6)

This course does not presume any prior knowledge of languages. It is designed for serious students who want to continue reading Latin and want to proceed at a pace faster than that of the normal Latin sequence. The class will meet for lectures and exercises three times a week and for drill on forms two times a week. There will be frequent quizzes, two midterms and a final. The text has not been chosen yet.

The second semester will be a continuation of the Fall semester Intensive Latin. The course will complete the introduction to Latin grammar and will include readings in Caesar, Catullus and other authors.

Students who complete the sequence with an A- or better will be well prepared to go on to 300 level reading courses.

William Batstone
The Department

Cl 010–011.02.03 Elementary Latin (F, S; 3, 3)

This course will introduce the student to the basic structure and forms of the Latin language. The goal will be to prepare the student after one year of study to be able to read some not too difficult Latin literature offered in the following intermediate year.

No prerequisites. The text will be Wheelock's *Latin: An Introductory Course*. Freshmen and Graduate Students are urged to elect the section of Cl 010–011.02 which will meet on MWF at 2:00 and will be taught by Prof. Lowell Edmunds. All other students should elect the section of Cl 010–011.03 taught by Prof. Eugene W. Bushala which will meet on MWF at 3:00.

Lowell Edmunds
Eugene W. Bushala

Cl 020–021 Elementary Greek (F, S; 3, 3)

An intensive introduction to the basic forms and structure of ancient Greek. Concentration on forms and syntactical rules is necessary in this introductory study and students are expected

to make liberal use of their memory and time. Eugene W. Bushala

Cl 052–053 Intermediate Greek (F, S; 3, 3)

A review of the essential grammar of Elementary Greek and an introduction to Greek literature.

Eugene W. Bushala
The Department

Cl 056–057 Intermediate Latin (F, S; 3, 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Eugene W. Bushala
The Department

Cl 209 (Hs 155) History of the Roman Republic (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course traces the social and political development of the Roman Republic from its foundation to the destruction in the civil wars of the first century B.C. and will focus on the period 264–23 B.C. Consideration of the following topics is included in this survey: the acquisition of an empire, the nature of Roman imperialism, and the social and political description of the first century B.C.

Sandra Joshel

Cl 212–213 (Fa 211–212) Art of the Ancient Mediterranean World (F, S; 3, 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The Fall Term will emphasize Greek Art to the beginning of the Roman Empire.

The Spring Term will be devoted to Roman Art in its broadest sense, beginning with Etruscan and Greek Italy in the Roman Republic.

Cornelius Vermeule

Cl 235 (Hs 158) History of the Roman Empire (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course traces the development of imperial power from the foundation of the Principate to the fall of Rome. Emphasis will be placed on the social, cultural, and political dynamics of the first two centuries A.D.

Sandra Joshel

Cl 313 (Fa 313) Athens in the Age of Pericles (F; 3)

In the fifth century B.C. the city of Athens was the center of Greek artistic and intellectual life. The high classical style that developed here in sculpture, architecture and painting marks a golden age of western civilization. This course will study the art and the architectural monuments of the Athens that the ancients knew, including the topography of the city, tapping both archaeological and literary evidence.

Kenneth Craig

Cl 318 Plautus (F; 3)

Reading in Latin of selected plays of Plautus.

The Department

Cl 319 Demosthenes (F; 3)

All of the de Corona will be read in Greek. Class time will be spent primarily on translation and discussion of the text. Graduate students who take this course will be asked to give presentations on historical questions and the rhetorical design of the speech.

William Batstone

Cl 320 (Th 425) The Greek Fathers (F; 3)

History of the literary genres of Greek patristic literature, and selected readings from outstanding authors, with attention to style as well as social and intellectual context.

Margaret Schatkin

Cl 323 (Th 423) The Western Fathers (S; 3)

Prerequisite: Latin

Reading and interpretation of selected works of Latin patristic writers.

Margaret Schatkin

Cl 328 Cicero (F; 3)

We will read in Latin the exordia of several speeches spanning Cicero's career and all the *pro Milone*. Class time will be spent primarily on translation and discussion of the rhetorical problems

Cicero handles in his exordia and in the various sections of the pro Milone. William Batstone

Cl 336 Horace, Odes (S; 3)

We will read Latin selections from Horace's epodes and odes. Students will be expected to be able to translate accurately. Class time will be spent primarily on literary issues and "close readings" of the poems. There will be substantial assignments in the secondary literature and each student will be asked to take over the class for one day: to translate one poem, discuss the meter, word order, word choice, shape of the poem and its value (sometimes called meaning) in terms of the critical literature and the student's own experience. William Batstone

Cl 338 The Roman Banquet (F; 3)

Why did the Romans recline when they ate? Did they like to vomit? Did they drink before dinner? What were their favorite dishes? What happened at Roman banquets besides eating? These and similar questions will be investigated in this course, which will study the Roman banquet as an expression of Roman civilization.

For students who wish to read some of the Latin sources in the original, an extra meeting will be held each week. Classics majors who attend this meeting and take an examination on the material covered may count this course toward requirements for the major. Lowell Edmunds

Cl 363 Aristophanes (S; 3)

A close reading of the *Lysistrata*. Study of this work in relation to the other "peace plays" and in the context of Athenian history. Lowell Edmunds

Cl 390-391 Readings and Research (F, S; 3, 3)

The Department

Cl 394 Vergil's *Aeneid* in Translation (S; 3)

The first three weeks will consist of introductory lectures while the students will read the *Iliad*, the *Odyssey*, and the *Aeneid*. The rest of the semester will be spent closely examining the *Aeneid* book by book. There will be some reading in the secondary literature, but the emphasis will fall on the translations we will be using.

Classics majors who meet for an additional hour each week to read Vergil in Latin may count this course for credit toward the Classics degree. They will be exempted from the research paper due at the end of the semester.

There are no prerequisites for this course. William Batstone

Cl 416 (Pl 344) The Aristotelian Ethics (F; 3)

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Arthur R. Madigan, S.J.

Cl 418 (Pl 418) Later Greek Philosophy: The Search for Meaning (S; 3)

In their different ways, the Stoics, Epicureans, Sceptics, and Platonists were engaged in search for human meaning. Our aims: to follow these philosophers in their quest for meaning; to understand the reactions of Jewish and Christian thinkers; to see how the later Greek quest for meaning relates to modern quests, for example, that of Viktor Frankl. Arthur R. Madigan, S.J.

Cl 424 (Pl 638) Plato: Selected Dialogues (F; 3)

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato. Arthur R. Madigan, S.J.

Cl 425 Tacitus and Pliny (S; 3)

Readings in the letters of Pliny the Younger and of parts of Tacitus' *Annals* (the whole will be read in translation).

Lowell Edmunds

Cl 435-436 Aeschylus (F, S; 3, 3)

Prerequisite: Greek

A reading in Greek of plays of Aeschylus. Carl Thayer, S.J.

Cl 451 Greek Lyric Poetry (F; 3)

"Lyric" is a catch-all term for various kinds of poetry composed after the time of Hesiod and Homer and down through the 5th

century. This course will focus on the elegiacs of Theognis, a corpus of 1389 lines which divide into gnomic couplets and short poems of various sorts. The reading of this corpus will be the occasion for study of related stylistic and thematic points in other elegiac, iambic and melic poets. Lowell Edmunds

Computer Science

Program Description

The Computer Science major is designed to be both intellectually demanding and practical. There are two components to the course requirements for the major: courses in computers and courses in mathematics. Courses satisfying the requirements are offered primarily by the Department of Mathematics (Mt) in the College of Arts and Sciences and the Computer Science Department (Mc) in the School of Management.

Ten courses are required in the computer component:

1. Mc 022 or Mt 060-061 (Introductory)
2. Mc 350 or Mt 390 or Mt 460 (Structured Programming)
3. Mc 406 or Mt 461 (Data Structures)
4. Mc 452 or Mt 462 (Assembly Language)
5. Mc 365 (Systems Analysis)
6. Mt 463 (Algorithms: Design and Analysis)
7. Mc 460 (Compilers)
8. Mc 470 (Operating Systems)
9. and
10. Two electives from:
Mc 400, Mc 404, Mc 455, Mc 456, Mc 480,
Mq 604, Mq 605, Mq 606, Mt 414, Mt 435,
Mt 436, Mt 860, Mt 861, Ge 572, Sc 512.

The first four of these required courses on computers may be taken either from the Computer Science Department or from the Department of Mathematics. Students with a strong interest in mathematics or mathematical applications should take the courses offered by the Mathematics Department, as these courses have a more mathematical orientation. Where a choice is offered, only one of the courses may be taken for university credit. For example, a student may not take both Mc 406 and Mt 461 for credit because the courses greatly overlap.

An entering student with computer programming experience, perhaps because of courses taken in high school, should speak to either the Chairman of the Computer Science Department or the Chairman of the Mathematics Department about placing out of the introductory course. In this case a student would be required to take an additional computer elective before graduation.

For Computer Science majors in the College of Arts and Sciences, the computer courses taken in the School of Management are included within the 32 courses that must be taken in A&S.

The mathematics component of the course requirements for the computer science major is as follows:

- A. Mt 100-101 or Mt 102-103 or Mt 110 or Mt 112-113 or Mt 174-175 or Mt 184 (Calculus of one variable).
- B. Mt 200-201 or Mt 202-203 or Mt 212-213 or Mt 214 (Multivariable Calculus)
- C. Mt 215 or Mt 216-217 or Mt 316-317 (Linear Algebra)
- D. Mt 420 or Mt 426-427 (Probability and Statistics)
- E. Mt 445 (Applied Combinatorics)

Finally, it is strongly urged that a student majoring in Computer Science have a fundamental knowledge of physics, chemistry, and biology, perhaps from courses taken in high school or college.

Students who hope to major in Computer Science should take one of the Calculus of one variable sequences (e.g., Mt 100-101) and an introductory programming course in their first year. (Mc 022 normally is open to freshmen only in the spring semester.)

Students majoring in Mathematics and hoping to double major in Computer Science should take Mt 102-103 (or Mt 112-113) and Mt 060-061 in their first year. Double majors may not use the same courses to fulfill both the ten-course computer component (listed 1-10 above) for the Computer Science major and the course requirements for the Mathematics major. However,

mathematics courses taken to satisfy the Mathematics major requirements simultaneously satisfy the mathematics component of the Computer Science major (listed A–E above).

Because of space constraints, only a limited number of students can be admitted to the Computer Science major. Students may apply to the major upon completion of a year of calculus and a B.C. computer course. This normally will occur at the end of the freshman year. Interested students should see either the Chairman of the Department of Mathematics or the Chairman of the Computer Science Department.

The Computer Science major is administered jointly by the Department of Mathematics and by the Computer Science Department of the School of Management.

Economics

Faculty

Professor James E. Anderson, A.B., Oberlin College; Ph.D., University of Wisconsin

Professor David A. Belsley, A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Professor Barry A. Bluestone, A.B., A.M., Ph.D., University of Michigan

Professor H. Michael Mann, A.B., Haverford College; Ph.D., Cornell University

Professor Robert J. McEwen, S.J., A.B., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Boston College

Professor William B. Neenan, S.J., A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Dean, College of Arts and Sciences

Professor Donald Richter, B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Professor Leon Smolinski, A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

Professor Donald J. White, B.S., Boston College, A.M., Ph.D., Harvard University; Dean, Graduate School of Arts and Sciences

Associate Professor John H. Ciccolo, Jr., A.B., University of Maryland; A.M., Ph.D., Yale University

Associate Professor André Lucien Danière, Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

Associate Professor Frank M. Gollop, A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Associate Professor Marvin Kraus, B.S., Purdue University; Ph.D., University of Minnesota

Associate Professor Francis M. McLaughlin, B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Harold A. Petersen, A.B., DePauw University; Ph.D., Brown University

Associate Professor Joseph Quinn, A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Associate Professor Barbara Spencer, B.Ec., Australian National University; M.Ec., Monash University; Ph.D., Carnegie-Mellon University

Associate Professor Richard W. Tresch, Chairman of the Department
A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Assistant Professor Christopher F. Baum, A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Assistant Professor Robert J. Cheney, S.J., A.B., A.M., Saint Louis University; S.T.L., Weston College; Ph.D., Georgetown University

Assistant Professor Scott Freeman, B.A., University of Wisconsin; Ph.D., University of Minnesota

Assistant Professor Joe Peek, B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Assistant Professor Bruce D. Smith, B.S., University of Minnesota; Ph.D., Massachusetts Institute of Technology

Instructor Robert C. Steen, B.A., Kenyon College; M.A., Miami University; Ph.D. (cand.), Princeton University

Program Description

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory course, Ec 131–132, is a survey of economic problems, policies, and theory; and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade, economic development, economic history, capital theory and finance, Soviet economics, comparative economic systems, labor economics, statistics, econometrics, industrial organization, consumer economics, and urban economics. A total of ten three-credit courses is required for the major, including Principles of Economics (Ec 131–132), Statistics (Ec 221, Ec 151, or Econometrics I, Ec 427), Microeconomic Theory (Ec 201 or 401), Macroeconomic Theory (Ec 202 or 402), and any five electives. Students who officially registered for the major on or before 12/31/79 are not required to take Statistics, but they must satisfy the ten-course requirement for the major.

Students from the School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including Principles of Economics (Ec 131, 132), Microeconomic Theory (Ec 201 or 401), Macroeconomic Theory (Ec 202 or 402), Statistics (Ec 151, Ec 221 or Econometrics I, Ec 427), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all School of Management students, regardless of their area of concentration, are required to take Principles of Economics (Ec 131–132) and Statistics (Ec 151 or Ec 221).

A student choosing to do honors work in economics, whether in a college honors program or not, does independent research and writes an honors thesis under the guidance of an individual professor. The thesis proposal must be approved by the department Honors Committee and must be begun by the initiation of classes in the fall term of senior year. Honors students must also select the following courses: Honors Microeconomic Theory (Ec 401), Honors Macroeconomic Theory (Ec 402), and three additional courses at the 400 level, e.g., the Departmental Seminars. One of these courses may be Econometrics II, (Ec 428). There is also a comprehensive examination at the end of the senior year.

Honors is conferred by a vote of the Honors Committee at the end of the student's senior year. Students planning to do graduate work in economics should enter the honors program. Students with outstanding records are also encouraged to elect one or more graduate courses in their junior or senior years.

Non-honors students with strong analytical ability are urged to fulfill their micro and macro theory requirements by taking Ec 401 and Ec 402 rather than Ec 201 and Ec 202. Students with good mathematical backgrounds should take Ec 427 and Ec 428, Econometrics, rather than a single semester of Statistics. Students planning to do graduate work in economics should be sure to take Ec 711, Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

The major in Economics provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists may take up positions as college teachers, as researchers for government agencies or business firms, as administrators or in management positions.

Course Offerings

Normally, students must take both Ec 131 and Ec 132 before

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ECONOMICS

taking any other Economics courses. Exceptions are Ec 151, Ec 221, Ec 341–44 for which there are no prerequisites. Ec 131 and Ec 132 are offered in both semesters and may be taken in either order. They also satisfy the Social Sciences Core requirement.

Students considering Principles should know the fundamentals of high school Algebra, especially the Algebra, and geometry, of a straight line.

Ec 131 Principles of Economics I-Micro (F, S; 3)

Analysis of prices, output, and income distribution through the interaction of households and business firms in a free-enterprise economy. Government intervention and alternative systems are examined, and basic analytical tools are applied to such current economic problems as pollution and congestion, the energy crisis, poverty and welfare, and race and sex discrimination.

The Department

Ec 132 Principles of Economics II-Macro (F, S; 3)

Analysis of national income and employment, fluctuations in income, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. Particular attention will be paid to problems of inflation and unemployment in the U.S. economy.

The Department

Ec 133 Microeconomics Module I (F; 3)

Ec 134 Microeconomics Module II (S; 3)

Microeconomics Modules I and II are designed as alternatives to Ec 131, Principles of Economics-Micro, and Ec 201 (or Ec 401), Microeconomic Theory. The Modules develop each topic in turn through the intermediate level, thus requiring one year to complete the normal set of micro topics. This approach avoids the duplication inherent in the usual sequence. Students may stop with Ec 133 and receive core credit as a substitute for Ec 131. The Modules are recommended for good students who are fairly certain they want to major in economics. Ec 134 receives honors theory credit.

Andre Danieri

Ec 135–136 Principles of Economics—French Immersion (F, 3; S, 3)

Professor Danieri will offer Principles of Economics in French during 1982–83 as part of the Romance Language French Immersion Program. These courses duplicate the standard Principles courses, Ec 131 and Ec 132, respectively. Interested students should contact Professor Danieri.

Andre Danieri

Ec 151 Statistics for Management (F, S; 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting. Designed primarily to meet the School of Management Core requirement in statistics.

The Department

Ec 201 Microeconomic Theory (F, S; 3)

This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium.

The Department

Ec 202 Macroeconomic Theory (F, S; 3)

This course is intended to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian cycle and growth models.

The Department

Ec 221 Economic Statistics (F, S; 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression as applied to economic models. An introductory statistics course required for economic majors who registered for the major after 12/31/79. Students with good mathematics backgrounds should consider Ec 427 as an alternative. Ec 221 satisfies the statistics requirement in the School of Management.

The Department

Ec 299 Independent Study (F, S; 3)

The student works under the direction of an individual professor.

The Department

Ec 302 Topics in Macroeconomics (F; 3)

Prerequisite: Ec 202 or Ec 402.

A topics course stressing current controversies in macroeconomic policy including: the inflation-unemployment trade-off, supply side vs. demand side economics, and other issues based on student interest.

Joe Peek

Ec 340 Labor Economics (F, S; 3)

This course will introduce students to the methodologies of labor economics and industrial relations, but the principal emphasis will be on labor economics as that branch of economic analysis that deals with such topics as the supply of and the demand for labor; the operation of labor markets; the extent and incidence of unemployment; and the determination of wages. Special attention will be paid to the process of collective bargaining, and to the impact of labor unions upon the operation of labor markets in the United States.

Francis M. McLaughlin

Ec 341 The Consumer Revolution in the World Economy (F; 3)

The Consumer Revolution: the objective, methods, and effects of the consumer revolution. Selected areas and industries, e.g., automobiles, credit, health care, food, representing special problems.

Robert J. McEwen, S.J.

Not open to Junior or Senior majors.

Ec 343 Consumer Information and Education (S; 3)

The economic problem of inadequate consumer information and the sources and methods of improving consumer information. There are no prerequisites for this course. Not open to Junior or Senior majors.

Ec 353 Industrial Organization—Competition and Antitrust (F; 3)

Prerequisite: Ec 201 or Ec 203 or permission of the instructor
An analysis of the relationship of market structure to the market conduct of business enterprises, and of each of these to market performance, will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy.

H. Michael Mann

Ec 354 Industrial Organization—Public Regulation (S; 3)

Prerequisite: Ec 201 or Ec 401 or permission of the instructor
Analysis of sources of market failure which encourage direct governmental intervention into market process. Specific areas examined include occupational licensing, natural monopolies, and markets susceptible to destructive competition. Implications for public policy assessed.

H. Michael Mann

Frank M. Gollop

Ec 357 Political Economics I (F; 3)

An investigation of the distribution of economic and political power in America will be undertaken. The course begins with an inquiry into conservative, liberal, and radical economic perspectives, continues with an empirical study of social class and economic power, investigates corporate wealth and ownership, and finally concludes with a discussion of the role of the state under modern capitalism.

Barry Bluestone

Ec 358 Topics in Modern Political Economics (S; 3)

Prerequisite: Ec 357 or permission of the instructor
An in-depth political economic investigation of up to five of the following topics in political economics: foreign policy and imperialism, poverty and labor markets, education, discrimination and racism, women's liberation and sexism, health care, the environment, militarism, taxation, and the urban crisis.

Barry Bluestone

Ec 361 Monetary Theory and Policy (F, S; 3)

Prerequisite: Ec 202 or 404, or permission of instructor
An analysis of the nature of money and other financial instruments; banks and other financial intermediaries; and central banking in the United States economy. With this background, alternative views of money and economic activity are presented, and the theory and practice of economic stabilization policy are discussed. Relevant topics in international finance are also introduced.

Christopher F. Baum

John H. Ciccolo

Scott Freeman

Ec 366 Public Finance (F, S; 3)

Prerequisite: Ec 201 or Ec 401 or concurrent; or permission

An analysis of the micro-economic problems of the public sector in a market economy including: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a "good" tax system: special problems of state and local governments. The course stresses current U.S. problems

William Neenan, S.J.

Robert C. Steen

Richard W. Tresch

Ec 369 Program Planning and Evaluation (S; 3)

Discussion of the various methods used to plan and evaluate government programs, with applications taken from recent experience. Cost-benefit analysis receives special emphasis.

Andre Danieri

Ec 371 International Trade (F; 3)

Prerequisite: Ec 201 or Ec 401 or permission of the instructor

An analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated. Also, economic warfare, control of international factor movements, and interaction of trade and economic development.

The Department

Ec 372 International Finance (S; 3)

Prerequisite: Ec 202 or Ec 402 or permission of instructor.

Monetary aspects of international trade and balance of payments models will be studied under alternative exchange rate regimes. Particular emphasis will be placed upon the effects and role of monetary and fiscal policies as they relate to balance of payments questions.

The Department

Ec 375 Economic Development (S; 3)

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development and the principal issues facing policy makers in these countries.

Francis M. McLaughlin

Ec 380 Capital Theory and Finance (F; S; 3)

Prerequisite: Ec 201 or Ec 401 and Ec 221 or Ec 427 or with permission

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment such as human capital, the public sector, and tax incentives to investment.

Harold Petersen

Ec 394 Urban Economics (F, S; 3)

Prerequisite: Ec 201 or Ec 401.

This course deals with problems facing large U.S. cities—declining incomes and population, substandard housing, congested highways and public transit, rising public expenditures and deterioration of public services. The determinants of land-use—physical, economic and political—are identified and various public policies such as urban renewal, local finance, transportation subsidies, are evaluated.

Robert C. Steen

Ec 397 Soviet Economic System (F; 3)

Analysis of factors determining the rate of growth of the Soviet economy and of methods used by Soviet planners in mobilizing resources and in their allocation. Special attention is given to recent reforms of managerial incentives and to the operational efficiency of the Soviet economy.

Leon Smolinski

Ec 398 Comparative Economic Systems (S; 3)

The main purpose of this course is to acquaint the student with the operational principles of noncapitalist economic systems such as democratic socialism, Soviet type economies, and Yugoslav market socialism. Special attention is given to the theory and practice of economic planning and to the ways in which various economic systems attempt to achieve rapid growth, efficient resource allocation, and social welfare.

Leon Smolinski

Ec 401 Microeconomic Theory Honors Level (F; 3)

A more intensive analytical treatment of the same material presented in Ec 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Marvin C. Kraus

Ec 402 Macroeconomic Theory Honors Level (S; 3)

A more intensive analytical treatment of the same material presented in Ec 202. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Donald Richter

Ec 427 Econometrics I: Probability and Statistics (F; 3)

Prerequisite: Calculus

This course presents the statistical background required as an introduction to the study of econometrics; probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

Harold Petersen

Ec 428 Econometrics II (S; 3)

Prerequisite: Calculus, and Ec 427 or its equivalent

This course focuses on parameter estimation and hypothesis testing in linear economic relationships. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

Joseph Quinn

Ec 403–497 Departmental Seminar Series (F, S; 3)

Each semester the Department will offer up to five small seminar style courses in economic theory or policy, limited to 15 to 20 students each. The seminars are intended to create possibilities for student-student and student-faculty interaction that do not exist in the larger Ec 300 electives. The seminar series is part of the Honors program in that an Honors candidate must choose at least three seminars as three of his/her ten courses, but the seminars are open to non-Honors students as well. Any major with a solid record in Principles and the Theory courses is encouraged to participate.

The Department

Ec 498 Senior Honors Thesis (S; 3)

Required of all Seniors seeking a degree with Honors in Economics.

The Department

English

Faculty

Professor Leonard R. Casper, A.B., A.M., Ph.D., University of Wisconsin

Philomatheia Professor P. Albert Duhamel, A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

Professor Anne D. Ferry, A.B., Vassar College; A.M., Ph.D., Columbia University

Professor Richard E. Hughes, A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Professor John L. Mahoney, A.B., A.M., Boston College; Ph.D., Harvard University

Professor John J. McAleer, A.B., A.M., Boston College; Ph.D., Harvard University

Professor E. Dennis Taylor, A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Professor Judith Wilt, A.B., Duquesne University; Ph.D., Indiana University

Associate Professor Joseph A. Appleyard, S.J., Chairman of the Department
A.B., Boston College; Ph.D., Harvard University

Associate Professor Henry A. Blackwell, A.B., Morgan State College; M.A., Ph.D., University of Chicago

Associate Professor Rosemarie Bodenheimer, A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Associate Professor Adele M. Dalsimer, A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Associate Professor Paul C. Doherty, A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Associate Professor John J. Fitzgerald, A.B., A.M., Boston College; A.M., Ph.D., Fordham University

Associate Professor Robert Kern, A.B., City College of New York; A.M., Ph.D., Harvard University

Associate Professor Joseph A. Longo, B.S., M.Ed., A.M., Ph.D., Rutgers University

Associate Professor Robin R. Lydenberg, A.B., Barnard College; A.M., Ph.D., Cornell University

Associate Professor John F. McCarthy, A.B., Harvard University; A.M., Ph.D., Yale University

Associate Professor Daniel L. McCue, Jr., A.B., Boston College; A.M., Ph.D., Columbia University

Associate Professor Kristin Morrison, A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Associate Professor John H. Randall, III, A.B., Columbia University; A.M., University of California at Berkeley; Ph.D., University of Minnesota

Associate Professor Charles L. Regan, A.B., Boston College; A.M., Ph.D., Harvard University

Associate Professor Robert E. Reiter, A.B., St. Bonaventure College; Ph.D., University of Michigan

Associate Professor Richard J. Schrader, A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Associate Professor Cecil F. Tate, A.B., University of Maryland; A.M., Ph.D., Emory University

Associate Professor Andrew J. Von Hendy, A.B., Niagara University; A.M., Ph.D., Cornell University

Associate Professor William Youngren, A.B., A.M., Ph.D., Harvard University

Assistant Professor Raymond G. Biggar, A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Assistant Professor Howard A. Eiland, A.B., Northwestern University; M.Phil., Ph.D., Yale University

Assistant Professor Dayton Haskin, A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Assistant Professor Paul Lewis, A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Assistant Professor Joseph M. McCafferty, A.B., A.M., Boston College

Assistant Professor Francis J. McDermott, A.B., A.M., Boston College; A.M., Ph.D., Harvard University

Assistant Professor John J. Sullivan, Assistant Chairman of the Department
A.B., Harvard University; A.M., Boston College

Assistant Professor Francis W. Sweeney, S.J., A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Assistant Professor Christopher P. Wilson, A.B., Princeton University; Ph.D., Yale University

Lecturer Sr. Elizabeth S. White, R.S.C.J., A.B., Manhattanville College; A.M., Radcliffe College; Ph.D., Catholic University

Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education which still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political and social, historical, moral and religious. The study of literature is thus a schooling in human experience, and its primary use is for the development

of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. And the tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

Requirements for a Major

1. Students normally begin an English major in their sophomore year, after having had two semesters of the core course or its equivalent. They must take ten courses from among the department's offerings, in addition to the two core courses, for a total of twelve courses. As a first step students are required to take two introductory courses, in sequence: *En 201: Studies in Poetry* and then *En 202: Practice of Criticism*. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature. Other courses may be useful at this point to fill in students' knowledge of the background out of which English literature developed. A recommended course is *En 110: Classical and Biblical Backgrounds of English Literature*.

2. As a second step students are required to take at least two courses in the history of English and American literature. (If a student's program allows it these may be taken simultaneously or in overlap with *En 201* and *202*). Only certain specific courses satisfy this requirement: the two parts of *En 210–211: Survey of English Literature I & II*, and the four *English Literary History* courses (*En 221, 222, 223, 224*). *En 401: Major American Writers I* also satisfies this requirement, and is especially recommended at this point for students who have a special interest in American literature and intend to study it further. Students may satisfy this historical requirement by mixing these courses in any combination, so long as they take at least one course from the first of these two blocks:

Block I	Block II
Survey I	Survey II
ELH I: Chaucer to Spenser	ELH III: Pope to Keats
ELH II: Donne to Dryden	ELH IV: Tennyson to Eliot
	Major American Writers I

Students who have a special interest in American literature are advised to take *Major American Writers I* at this point, as a foundation for later courses.

After these two steps, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have a great many options from among the thirty or so electives the department offers each semester in English and American literature, in Irish studies, in writing, in the different genres, and in particular themes. By senior year students ought to be able to focus on some well-defined topics (individual authors, important single works, specialized themes). Seniors should also consider courses in literary criticism and theory, which provide an integrating point of view towards their experience of studying literature. Each year the department will offer some of these senior-level courses as *Senior Seminars*, limited in enrollment and restricted to seniors, to enable them to work closely with a faculty member on a topic of special interest.

As in the past, students may also fulfill the major requirements by an alternate method. With the aid of an advisor and the approval of a departmental committee, they may design an individualized sequence of courses which suits their own special interests. This plan is particularly appropriate for students interested in interdisciplinary work—for example, in *American Studies*. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments.

Students who are seniors in the Fall of 1982 may satisfy either the old or present requirements for majoring in English. The old (pre-1981) requirements consist of a total of eight courses beyond the two Core courses. Five of these have to be distributed among the various periods and genres in the following way: one course in medieval language or literature, one other course in pre-1900

literature, one course in criticism, one course in poetry, and one course in another genre.

English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses, for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing. Students who are not English majors, however, should consider the degree of difficulty of particular courses and the preparation other students are likely to have. Course descriptions, particularly the more detailed ones which the department distributes in advance of each registration period, are useful sources of this kind of information.

Irish Studies Program

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries, a study tour of Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish studies offers a junior-year Irish Studies Program at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad Office or see Professors Dalsimer and O'Neill of the English and History Departments.

Students interested in studying the Irish language should consult the Evening College Catalogue.

Minor in Secondary Education

Students in the College of Arts & Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the Junior Year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in sophomore year. They should also consult the English Department's advisor for students in this program, John J. Fitzgerald, Carney 451.

University of Nijmegen Student Exchange

The English Departments of Boston College and the University of Nijmegen in the Netherlands exchange one student each year. Usually a junior English major goes to Nijmegen, and a graduate student comes here. Tuition is waived for both students. Nijmegen is a city of some 150,000 inhabitants located on the Rhine near the German border, and the university has 16,000 students, about 350-400 in the English Department. The Boston College student may attend both undergraduate and graduate courses. All teaching in the department is done in English, and outside the English Department faculty and students usually have a fair knowledge of English. Interested students should apply to the Chairman of the English Department by late February.

Student Advisors

Advising Program Director	Margaret Dever, Carney 448
Advanced Placement BA/MA Program	Judith Wilt, Carney 443
Secondary Education Minor	Chairman, Carney 450
Graduate Study in English	John Fitzgerald, Carney 451
American Studies	John Mahoney, Carney 462
	Christopher Wilson, Hovey House, Carney 438
Irish Studies	Adele Dalsimer, Carney 439
Medieval Studies	Joseph Longo, Carney 452

Course Offerings

NOTE: The numbering system for English courses was changed and

expanded in the 1981-82 Bulletin. Some numbers in the new system may designate courses which had different numbers before 1981-82.

En 021-022 Critical Reading and Writing (F, S; 3, 3)

A two-semester course designed to train students in the reading, analysis, and understanding of literature and in the writing of expository and persuasive prose. The literature includes significant works of drama, prose fiction, essay, and poetry. Regular writing assignments, carefully examined and discussed, are an important part of the course. En 021-022 fulfills the Core requirement in English.

The Department

En 041-042 English for Foreign Students: Intermediate (F, S; 3, 3)

This course is designed to enable Boston College students and personnel whose native language is not English to acquire the fluency and skill in English—speaking, listening, writing and reading—necessary to function satisfactorily—academically and socially—in the Boston College community.

It is intended for Intermediate students only, NOT for beginning students.

A total of ten hours of English a week is available: four hours of class, four hours of language laboratory, and two hours per week of free tutoring by Boston College students. Extra writing assignments are expected of those who do not attend the language laboratory.

During the Fall semester, the emphasis is on speaking and listening with understanding, accompanied by writing assignments and the reading of short stories. The sounds and structures of English are examined. The second semester is a continuation of the first, with a quick grammatical review, and with greater concern for reading short stories and a novel, and for expository writing.

This course is graded P (pass), F (fail), or J (continue). A P signifies the student's readiness to take En 021-022 or En 043-044 (with the advice of the instructor); a J indicates that the student should continue in En 041-042; an F indicates failure. En 041-042 is a credit course for undergraduates; but it does NOT fulfill the Core requirement in English. It is a non-credit course for graduate students, staff, faculty spouses, etc., who receive a grade of S (satisfactory).

Open to off-campus students (see the Professor; do NOT register in the Evening School). Free to all Boston College students and personnel.

The Department

En 043-044 English for Foreign Students: Advanced (F, S; 3, 3)

This course is designed to fulfill the Core requirement in English for students whose native language is not English. It is NOT intended for foreign students whose competence in English is very close to that of native students. Such students should enroll in En 021-022.

In addition to the four hours of class, free tutoring by Boston College students and use of the language laboratory are available. Grammar, pronunciation, the structure of the English sentence and expository writing are discussed both semesters. The literature read critically will include the short story and novel the first semester, and drama and poetry the second.

Undergraduate students in En 043-044 receive credit for two Core requirements in English upon satisfactorily completing both semesters. The first semester is graded P (pass), J (continue), or F (failure). A P signifies the student's readiness to take En 021 or 022; a J indicates that the student should continue in En 044; an F indicates failure. The second semester is graded by the University's standard letter grades.

En 043-044 is a non-credit course for graduate students, staff, faculty, faculty spouses, etc., who receive a grade of S (satisfactory). Open to off-campus students (see the Professor; do NOT register in the Evening School). Free to all Boston College students and personnel.

The Department

Un 105 Perspectives on Modernism (F, S; 6, 6)

A full-term course in the literature, music, and visual arts usually connected with the term "modernism." The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music

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segment will include Wagner, Debussy, and Stravinsky; there will also be at least one week on jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. Classes will mainly be conducted in open discussion rather than as lectures.

Howard Eiland
Andrew von Hendy
William Youngren

En 110.01 Classical and Biblical Backgrounds of English Literature (F; 3)

A course designed to acquaint students with the classical and biblical texts which form the background of so much English literature—Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, the Greek dramas, and some of the principal books of the Bible.

Howard Eiland
Dayton Haskin

En 201 Studies in Poetry (F, S; 3)

Close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and to write lucid interpretative papers.

Rosemarie Bodenheimer
Adele Dalsimer
Howard Eiland
Anne Ferry
John Fitzgerald
Robert Kern
Robin Lydenberg
John McCarthy
Andrew von Hendy
Judith Wilt

En 202 Practice of Criticism (F, S; 3)

Further close reading of texts—including longer poems, prose fiction, and drama—and practice in writing critically about them.

Henry Blackwell
Rosemarie Bodenheimer
Paul C. Doherty
Robert Kern
Daniel McCue
Robert Reiter
Dennis Taylor
Elizabeth White
Judith Wilt
William Youngren

En 210 Survey of English Literature I (F; 3)

The major authors of literature in English up to 1700.

Richard Hughes

En 211 Survey of English Literature II (S; 3)

The major authors of literature in English from 1700 to the present century.

Elizabeth White, R.S.C.J.

English Literary History

These courses cover major writers in different genres, and aim at giving students a sense of the issues and idioms and of the changes and continuities across the periods covered.

En 221 ELH I: Chaucer to Spenser (F; 3)

Raymond Biggar

En 222 ELH II: Donne to Dryden (S; 3)

Robert Reiter

En 223 ELH III: Pope to Keats (F; 3)

Daniel McCue

En 224 ELH IV: Tennyson to Eliot (S; 3)

John McCarthy

En 315 Chaucer: The Canterbury Tales (S; 3)

A close reading of the *Tales*, with discussion of the relevant fourteenth-century background.

Raymond Biggar

En 317 Chaucer (F; 3)

A close reading of Chaucer's poetry, including *The Canterbury Tales* and *Troilus and Criseyde*, with discussion of the relevant 14th century background.

Richard Schrader

En 320 Modern Arthurian Literature (S; 3)

This course will survey a number of post-medieval works connected with the "Matter of Britain," the stories of King Arthur and his knights. The authors include Malory, Tennyson, Twain,

Edwin Arlington Robinson, T. H. White, Charles Williams, C. S. Lewis, and Mary Stewart.

Richard Schrader

En 326 Shakespeare I (F; 3)

A study of the Histories and Comedies, with detailed analysis of the texts of *Richard II*, *I Henry IV*, *Romeo and Juliet* and *Twelfth Night*.

P. Albert Duhamel

En 327 Shakespeare II (S; 3)

A study of the Tragedies and Romances, with detailed analysis of the texts of *Hamlet*, *King Lear*, *Macbeth*, *Antony and Cleopatra* and *The Tempest*.

P. Albert Duhamel

En 328 Shakespeare I: The Major Genre (F; 3)

A study of selected comedies from the canon. The course will trace the development of Shakespeare and Renaissance theories of love (esp. Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as 'philosopher' (the history of ideas) and 'dramatist' (Renaissance theatrical conventions). The plays selected for intensive analysis are *Love's Labour's Lost*, *A Midsummer Night's Dream*, *The Tempest*, *Richard II*, and the first part of *Henry IV*.

Joseph Longo

En 329 Shakespeare II: The Major Tragedies (S; 3)

A study of the canon from 1600–1610. The focus will be Shakespeare's examination of tragedy—its protagonist, experience, ideas, etc.—and the probability of its resolution. The approach will be through an awareness of Shakespeare as 'philosopher' (the history of ideas) and 'dramatist' (Renaissance theatrical conventions). The plays selected for close analysis will be *Hamlet*, *Troilus and Cressida*, *Lear*, *Macbeth*, and *Antony and Cleopatra*. The course is designed to offer the student of Shakespeare an introduction to the man and his milieu, with primary emphasis given to the plays rather than the general background.

Joseph Longo

En 331 Courtly Love Tradition (F; 3)

A historical survey of English and continental love literature from Andreas Capellanus to Chaucer. The course will attempt to assess the significance of the tradition and to apply its chief characteristics to a reading of Chaucer's *Troilus*.

Joseph Longo

En 351 English Romanticism (S; 3)

The development of Romanticism in nineteenth-century England. The course will focus on the major poetry and literary theory of Wordsworth, Coleridge, and Keats. There will also be consideration of important historical and philosophical backgrounds.

John Mahoney

En 361 (Hs 425) The Victorian World (F; 3)

By combining readings in history and Victorian novels, this course aims at building a picture of the dramatic changes in social organization and attitude that accompanied the process of urbanization and industrialization in 19th century England. We will focus especially on the complex and changing mixture of stresses that defined Victorian attitudes to social class, poverty, work, and the relations between men and women, comparing our own understanding of these changes with the Victorians' visions of them. Readings will include social history and novels by Austen, Bronte, Dickens, Gaskell and Trollope.

Rosemarie Bodenheimer
Peter Weiler

En 362 19th Century British Fiction (S; 3)

Detailed work on novels by Austen, Dickens, Gaskell, Eliot, and Hardy, with emphasis on the novelists' ways of setting family life and generational conflict in relation to the world of enterprise and social change. Mostly discussion, with some short historical lectures.

Rosemarie Bodenheimer

En 364 1850's (F; 3)

The 1850's was the golden decade of Victorian literature. Once the great Victorian literary forms had been established in the 1840's they now began to flourish. Arnold, Browning, Elizabeth Barrett Browning, Tennyson, Clough, Dickens, Mill, Ruskin, Darwin, Gaskell, Trollope, Meredith, and others (even Wordsworth) published what were arguably their greatest works in this decade. This course will choose four of the novels, probably Dickens'

Bleak House, Trollope's *Barchester Towers*, Bronte's *Villette*, Meredith's *The Ordeal of Richard Feverel*, study their relationships and place them in the context of the period's great poems and great essays.
Dennis Taylor

En 375 D. H. Lawrence: Novels (S; 3)

A study of *Sons and Lovers*, *The Rainbow*, *Women in Love*, *Aaron's Rod*, *The Plumed Serpent*, *Lady Chatterley's Lover*, and several of the short novels.
Richard Hughes

En 377 Modern Drama I (F; 3)

A study of three important twentieth-century playwrights—Sean O'Casey, Arthur Miller and Tom Stoppard—whose work is representative of various ways that modern playwrights deal with social questions.
Kristin Morrison

En 381 Bronte, Eliot, Woolf (F; 3)

This course will examine the autobiographical, ethical, and aesthetic impulses of three major English novelists, Charlotte Bronte, George Eliot, and Virginia Woolf. We will examine, compare, and contrast narrative voice, perspective, and intention with the world and characters each novelist creates. A major concern of the course will be to trace the emergence of a female consciousness and a feminist aesthetic.
Eileen Barrett

En 382 Senior Seminar: Hopkins (F; 3)

Gerard Manley Hopkins was a poet uniquely Victorian and uniquely modern at the same time. The course will first consider those contemporary writers who had most impact in shaping Hopkins' attitudes—chiefly Newman, Carlyle, Ruskin, Pater, and the Pre-Raphaelites—before undertaking a thorough exploration of his own poetry and prose.
John McCarthy

En 383 Dickinson and Woolf (S; 3)

This course is designed as a study of the lives and work of a great 19th century American poet and a great 20th century English novelist not only to compare and contrast Emily Dickinson and Virginia Woolf but also to raise several general literary questions about women artists and poetic and social identity, about lyrics vs. narrative impulses in art, and about the writers' choice of an "outsiders" stance.
Judith Wilt

En 384 The Long Poem in the 20th Century (S; 3)

The course will consider the possibilities available to the writer of a long poem in the 20th Century. In an age that has largely abandoned traditional poetic forms, how does the poet structure a long poem? In an age that lacks a communal myth, how does the poet find a subject matter? We will discuss the problems of form and content in the following poems: T. S. Eliot's *The Waste Land* and *Four Quartets*, Ezra Pound: "Hugh Selwyn Mauberley," Wallace Stevens: "Notes Toward a Supreme Fiction," William Carlos Williams: *Paterson*, Allen Ginsberg: "Howl," Geoffrey Hill: *Mercian Hymns*. We will also briefly examine the method of poems such as Pound's *Cantos*, David Jones' *Anathemata*, and Charles Olson's *Maximum Poems*.
Michael Leddy

En 401.01 Major American Writers I (F; 3)

An introduction to American literature from 1620 to 1860. Bradstreet, Taylor, Franklin, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman.
Paul Lewis

En 401.02; 03 Major American Writers I (F; 3)

A study of the American literary tradition as it developed in the 19th century. Readings in the major Transcendentalists (Emerson, Thoreau), poets (Whitman, Dickson), writers of romantic fiction (Poe, Hawthorne, Melville), realistic writers (Twain, James).
John H. Randall, III

En 402.04 Major American Writers II (S; 3)

Four major writers of "The American Renaissance," Hawthorne, Melville, Thoreau and Whitman.
Cecil Tate

En 402.02; 03 Major American Writers II (S; 3)

Readings in authors of the twentieth century.
John H. Randall, III

En 402.05 Major American Writers II (S; 3)

Readings in American literature of the twentieth century, focusing on the work of Robinson, Frost, Eliot, Dreiser, Hemingway, Fitzgerald, Faulkner, and Bellow.
Henry Blackwell

En 411 American Fiction 1860–1914 (F; 3)

A study of selected masterpieces of fiction of the late nineteenth and early twentieth century, with emphasis upon the intellectual and cultural contexts of the writers, their place in American literary history, and their dialogues about fiction and the values of their time. Twain, Howells, James, Crane, Dreiser, Gertrude Stein and Edith Wharton will receive major attention. Writers such as Horatio Alger, Bret Harte, G. W. Cable, Sarah Jewett, Ambrose Bierce, Frank Norris, Kate Chopin, Paul Dunbar, Charles Chestnut, J. W. Johnson, Jack London, Upton Sinclair, and Willa Cather will receive brief mention.
Henry Blackwell

En 418–419 (Bk 106) African-American Literature I & II

F, S; 3. 3)

A survey of black American writing from the oral beginnings to the Harlem Renaissance' major authors, subject, style and theme. Including poetry, prose, fiction and drama.
Patricia Brown

En 420 Senior Seminar: Hawthorne and Melville (F; 3)

An exploration of the romances and short stories of Nathaniel Hawthorne and Herman Melville. Works studied will include *The Scarlet Letter*, *The House of the Seven Gables*, *The Blithedale Romance*, *Typee*, *White-Jacket*, *Moby-Dick*, *Pierre*, and *The Confidence Man*. Students should bring to the course some knowledge of early American literature and culture.
Paul Lewis

En 430 Senior Seminar: 19th Century American Poetry (S; 3)

A study of Emerson as the founder of a distinctively American poetics, of his chief followers, Whitman and Dickinson, and of Poe as his dark antagonist.
Robert Kern

En 450 Fitzgerald and Hemingway (S; 3)

A chronological survey of the works of F. Scott Fitzgerald and Ernest Hemingway, studying both the man and the myth to show how each was victimized by the myth in different ways.
John H. Randall III

En 451 Senior Seminar: Society and Literature of the Thirties (F; 3)

A study of the social, political, and economic ideas embodied in selected works of Nathanael West, John Dos Passos, Clifford Odets, John Steinbeck, William Faulkner, Ernest Hemingway, Thomas Wolfe, Richard Wright, in an attempt to discover whether social relevance and aesthetic worth are necessarily incompatible.
John H. Randall III

En 452 Southern Renaissance in American Literature (S; 3)

A study of selected major works of American writers of the South. Among those to be read will be William Faulkner, Carson McCullers, and Flannery O'Connor.
Cecil Tate

En 472 Contemporary American Fiction (S; 3)

The neoconventions of Fabulism: in Pynchon, Gardner, Hawkes, Joyce Carol Oates, Ishmael Reed, and Tom Robbins.
Leonard Casper

En 492 American Business Novel (F; 3)

This course examines the business novel as a sub-genre of realistic fiction in America during the last century. The course will be historical in that it will explore changing cultural attitudes towards business life during the last 100 year; our emphasis, however, will fall on the primary concerns of these novels—marriage, sex roles, status, and the "presentation of self in everyday life." In addition, we will try to determine whether particular literary modes—linear narrative, satire, epic—are especially appropriate to representing business life at specific moments in history.
Christopher Wilson

En 496 Two Black American Writers (F; 3)

This course is an in-depth analysis of selected works by Richard Wright and Amiri Baraka, two famous, prolific, highly influential, twentieth-century black American writers. The course will examine contexts, themes, and artistry of their major work and glance at their debts and their contributions to the mainstream of American Literature.
Henry Blackwell

En 497 Social and Political Aspects of Literature (S; 3)

This course concerns itself with the social and political dimension of 20th century literature. Topics covered will include the modern literary profession, the role of literary "elites" in political discourse, "proletarian" literature, and the modern political novel. Course readings will focus intensively on 4 or 5 writers who have been both theorists and practitioners of political literature since 1900.

Christopher Wilson

En 500 (Hs 417) Politics and Literature of Irish Independence 1845–1922 (F; 3)

This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish Independence. It will pay particular attention to the development of political and literary attitudes and the relationships between such attitudes and objective historical reality. It will draw upon literary and historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture.

This course is taught jointly and cross-registered with the History Department.

Kevin O'Neill
Adele Dalsimer

En 522 Short Fiction of the 19th and 20th Centuries (S; 3)

The novellas and short stories studied will investigate the characteristic themes and techniques of representative literary figures—of Americans like Hawthorne, Melville, James, Faulkner, Porter, and O'Connor—of Europeans like Gogol, Dostoevsky, Tolstoi, Mann, Joyce, and D. H. Lawrence.

Joseph McCafferty

En 523 Information Processing (S; 3)

Methods of storing, retrieving, and disseminating information in our culture from the Middle Ages to the present: manuscripts, printed books, libraries, photocopying, electronic tape recording, computerized word processing.

Daniel McCue

En 524 The World of Children's Literature I (F; 3)

An examination of significant creativity, including illustration, produced in over two centuries—with a double appeal to the young and adult audience. Writers include Perrault, the Brothers Grimm, Andersen, Ruskin, Dickens, Carroll, Stevenson, Twain, Wilde, Baum, Barrie, Grahame, Milne, E. B. White, C. S. Lewis, Thurber, Wilder.

Francis McDermott

En 525 World of Children's Literature II (S; 3)

Part I is not a prerequisite. Further emphases and new material. Attention will be given to more award winners, to picture books, the fairy, folk and tall tale, children's verse, teenage fiction, classic texts. Examined will be Lear, MacDonald, Collodi, Alcott, Salten, Tolkein, Forbes, Lofting, Singer, Jarrell, Lawson, Dahl, Blume—and others.

Francis McDermott

En 527 (Sl 311) General Linguistics (F; 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models.

Offered annually

Michael J. Connolly

En 530 Tragedy in Drama and Fiction (F; 3)

This course will look at the "genius of tragedy"; the independent, sometimes radical vision of some Elizabethan dramatists including Shakespeare and of some American and Russian novelists.

Joseph M. McCafferty

En 531 Crime Fiction (S; 3)

Detective fiction as an art form studied in the works of Poe, Doyle, Chesterton, Sayers, Hammett, Chandler, Stout, Simenon, Van Gulik, Christie, Tey, and Macdonald. Critical assessments will take direction from appraisals by Audén, Wilson, Barzun, Van Doren, Krutch, Grella, Crider, Knox, Highet, and Sir Hugh Greene. A transcultural course of literary, psychological, and sociological dimensions.

John McAleer

En 533 The Ulysses Line (F; 3)

A study of a number of major works in the Western tradition, specifically those most important in the formation of James Joyce's novel, *Ulysses*. In addition to *Ulysses*, the following books

will be studied in some detail. The *Odyssey*, *Hamlet*, and *A portrait of the Artist as a Young Man*.

Paul Doherty

En 534 The Self-Conscious Novel (F; 3)

A study of major works in the history of narrative fiction, focusing on the development of a tradition of novels about the writing and reading of fiction. Readings will include works by Rabelais, Cervantes, Sterne, Gide, Borges and others.

Robin Lydenberg

En 535 Classics of Fiction (S; 3)

A study of the major novels representative of English and American fiction. The novels to be studied are, Jane Austen, *Emma*; Virginia Woolf, *To the Lighthouse*; Thomas Hardy, *Tess of the D'Urbervilles*, and William Faulkner, *The Sound and the Fury*.

Joseph Longo

En 536 Medicine in Literature (S; 3)

A survey of the wide range of literary forms, from the 17th century essay of Sir Thomas Browne to the poetry of Anne Sexton and a novel of Celine's portraying the problems and preoccupations of doctors and patients.

P. Albert Duhamel

En 537 Realism and Naturalism (S; 3)

Establishment of criteria by which naturalistic and/or realistic content of a work of fiction is determined. Considerations of counter-romantic commitments of such literature and its success in putting existing norms to rout. A close reading of Crane, James, Wharton, Anderson, Hemingway, Fitzgerald, Dreiser, Capote, Salinger, and Knowles.

Lectures, with students having option of interrupting to give or seek information.

John McAleer

En 538 History of Language (S; 3)

A survey of the changes through history of the English language, and of the people who spoke it, at various crucial points in history (internal and external history), with an attempt to understand how changes in a language reflect important changes in the culture and society of speakers of the language (notice current masculine-feminine confusions in the pronoun). A systematic method of looking at and describing a sample of language—past, present, or future—will evolve. An interest in language, words, and history on the student's part would be helpful.

Raymond Biggar

En 539 Metaphysical Poets (S; 3)

A study of the religious poetry (and, in the case of Donne, the secular poetry) of John Donne, George Herbert, Henry Vaughan, Richard Crashaw and Thomas Traherne.

Richard Hughes

En 540 Religion and Imagination (S; 3)

An examination of how the great writers, within and without the orthodox religious tradition, sought to answer the ultimate questions: where do we come from? what are we? where are we going? The great 19th century debates between evangelical and conservative, between liberal and agnostic, take on a new significance in the light of post-Vatican II developments: the century strives for a synthesis only now becoming fully available. We will trace the story of breakthroughs in religious consciousness and literary form, in the great novels of Austen, Trollope, Bronte, Eliot, Pater and in their contexts in poetry and prose from Wordsworth to Wilde.

Dennis Taylor

En 541 Senior Seminar: Eliot (S; 3)

We will discuss individual poems in detail to build a sense of Eliot's poetic development, in which context we will consider some of his critical writing.

Anne Ferry

En 542 Humor (S; 3)

An experimental course that will attempt to see whether the study of humor theory and humorous literature can enhance our sense of humor and our ability to write humorous prose. Or will this process shrivel our brains and leave us incapable of crossing streets and changing light bulbs? Theorists to be studied will include Freud, Bergson, Koestler, and Rothbart; humorists to be read will include Shakespeare, Austen, Poe, and Woody Allen. And then we will set out, alone and in groups, to write, perform, and evaluate humorous works of our own.

Paul Lewis

En 551 Critical Approaches to Literature (S; 3)

An opportunity for the advanced undergraduate to evaluate and integrate, through the discussion of selected essays from a wide

range of modern critics, his/her experience with various ways of studying and teaching literature. Through weekly papers the course is also intended to provide opportunities for the student to develop his/her ability to write critical reviews in any of the arts.
P. Albert Duhamel

En 552 (Sl 216) Poetic Theory (S; 3)

Traditional and contemporary theories of metre and prosody will be described and analyzed within the framework of modern structural and generative approaches to language as well as from the point of view of (Russian) Formalism. Textual material will be mainly English although texts from any language may be presented by students for analysis in required term papers.
Lawrence Jones

En 554 History of Criticism (S; 3)

Through a reading of the principal classical and English critics, this course will investigate the sources of the concerns that have been most important to British and American critics of the twentieth century. Among the authors read will be Plato, Aristotle, Horace, Longinus, Sidney, Dryden, Addison, Johnson, Wordsworth, Coleridge, Hazlitt, Arnold, Yeats, Eliot, Richards, and Leavis.
William Youngren

En 570 Techniques of Precise Expression (F; 3)

Ever feel you can't think of the exact word to express your thoughts or feelings? Ever unsure about how accurately the word you selected conveys the intended meaning? Have you tried memorizing lists of words and failed? This course provides an opportunity to develop your active vocabulary and to utilize words with precision and flexibility.
John Fitzgerald

En 571 (Sl 233) Applied English Grammar and Style (F; 3)

A review of English grammar on modern principles, with a view to their application in the writing of clear English prose. Samples of various genres of literary style will be read and used as models for composition exercises.
Lawrence G. Jones

En 572 Prose Writing (F; 3)

A practical course designed to help students sharpen the skills needed in all forms of writing: finding and narrowing a subject, gathering specific information, addressing an audience, and editing to achieve greater clarity and force. Weekly papers and weekly conferences. This course is open to majors and non-majors, to all students who want to improve as writers. Limited enrollment.
Paul Lewis
The Department

En 573 Writing Workshop: Business Writing (F; 3)

An integrated series of discussions and exercises designed to develop proficiency in clear, vigorous writing, for business and other practical applications.
Daniel L. McCue, Jr.

En 578 Writing Workshop: Imitation (F; 3)

Study and imitation of prose selections (non-fiction) by some important English and American writers. Frequent writing assignments. The writers who will serve as models are Pepys, Addison, Hume, Gibbon, Hazlitt, Thoreau, Twain, Hemingway, and Orwell. Limited enrollment
Paul Doherty

En 579 Writing Workshop: Fiction (F; 3)

A workshop for improving skills in writing imaginative fiction.
Leonard Casper

En 580 Writing Workshop: Short Story (S; 3)

The purpose of the course is to supply opportunities for students to write short fiction and to receive critical comment as work is in progress as well as when it is finished.
John Sullivan

En 582 Writing Workshop: Film Scenario (F; 3)

This course will proceed:

1. from short story to film scenario
2. from original script to film scenario

The recently completed TV series on the American Short Story (now published in 2 vols.) will furnish short story texts, film scenarios, director interviews, and one authoritative analysis of the author's work.
Joseph McCafferty.

En 584 Writing Workshop: Technical (F, S; 3, 3)

This course is designed to expose students to the technical writing field and to help students develop skill in writing various types of reports and business letters.

This is a practical course offered to prepare students in a variety of fields for future report, business letter and proposal writing. It is not a remedial course. Students will be encouraged to choose writing assignment topics in their own fields of interest.
Rita Long

En 585 Writing Workshop Essay and the Article (S; 3)

Methods of writing non-fiction, with some reading in contemporary writers like E. B. White and George Orwell. Frequent short papers will be required. Limited enrollment.
Francis Sweeney, S.J.

En 591 Scholar of the College Project

By arrangement

The Department

En 599 Undergraduate Reading & Research (F, S; 3, 3)

By arrangement

The Department

ELECTIVE COURSES OPEN TO BOTH GRADUATES AND UNDERGRADUATES

En 600 Contemporaries of Chaucer (F; 3)

There was a flowering of Middle English literature in the 14th century, best represented by the poetry of Geoffrey Chaucer. This course examines the most important non-Chaucerian writings—often quite different from Chaucer, but not always inferior to him—of this creative and vital century, such as William Langland, John Gower, the Gawain-poet, and the 14th century English mystics. The reading is mostly in Middle English, with some readings in modern translation. There are no prerequisites.
Raymond Biggar

En 601 Arthurian Legend (S; 3)

An examination of the story of Arthur as found in the early remains (Nennius, *The Annals of Wales*), Welsh tales (*Mabinogion*), the chronicles (Geoffrey, Wace, Layamon), the romances (Chretien de Troyes, Wolfram von Eschenbach, Sir Thomas Malory).
Charles Regan

En 606 Old English (F; 3)

A study of the Old English language through a reading of selected prose and poetic texts—the Alfredian Bede and Orosius. *The Wife's Lament, The Seafarer, The Wanderer, The Battle of Maldon, The Dream of the Rood*—with assignments in grammar and vocabulary and readings in significant scholarship, with reports. Open with permission to undergraduates.
Charles Regan

En 607 Medieval Drama (S; 3)

A study of the awakening and development of drama in the Middle Ages, with emphasis upon the English mystery cycles (Chester, Wakefield, N-Town and York) and the morality plays.
Charles Regan

En 608 The World of the Anglo-Saxons (S; 3)

The course will provide a close reading of the heroic poem *Beowulf*, which exemplifies the artistic and social ideals of Anglo-Saxon England (500–1066). As background we will also read some classical works, Viking sagas, and contemporary records, all in translation. The course will run on two tracks for the benefit of those who have taken En 606 (formerly En 700), but there are no prerequisites, and no knowledge of medieval literature is assumed.
Richard Shrader

Fine Arts

Faculty

Professor Marianne W. Martin, Chairwoman of Department
A.B., Hunter College; A.M., Ph.D., Bryn Mawr College

Professor Josephine von Henneberg, Doctor in Letters, University of Rome

Associate Professor Pamela Berger, A.B., A.M., Cornell University; Ph.D., New York University

Associate Professor John Michalczyk, S.J., A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Associate Professor Michael W. Mulhern, B.F.A., University of Dayton; M.F.A., Columbia University

Associate Professor John Steczynski, Acting Chairman of the Department

B.F.A., Notre Dame University; M.F.A., Yale University

Assistant Professor Edward A. Aiken, B.A., Claremont College; B.F.A., California College of Arts and Crafts; M.A., Ohio State University; Ph.D., Northwestern University

Assistant Professor Kenneth M. Craig, A.B., A.M., Ohio State University; Ph.D., Bryn Mawr College

Assistant Professor Jeffery W. Howe, A.B., Carleton College; Ph.D., Northwestern University

Instructor Toni Dove, B.E.A., Rhode Island School of Design

Visiting Artist Andrew Tavarelli, B.A., Queens College

Program Description

The Department offers two majors, one in Art History and another in Studio Art. A wide range of courses in film making, film history, film critique and photography is also provided by the Department.

Art History

The major in Art History offers the interested student an opportunity to develop a knowledge and understanding of the visual environment created by man in the course of time. The departmental courses provide both a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critic or employment in the art business world such as commercial galleries and auction houses. A student majoring in Art History plans an integrated program in consultation with the departmental advisor. Students are encouraged to take as many courses as possible in history, literature, philosophy, foreign languages, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

1. Fa 101–102 Introduction to Art History (2 courses), Fa 103–104 Art History Workshop (2 courses) to be completed by the end of the Sophomore year.
2. Seven additional courses of which four must have Fa numbers above the 300 level and three must have Fa numbers above the 200 level.

At least one course must be chosen from each of the following periods:

- a. Ancient Art
 - b. Medieval Art
 - c. Renaissance through Eighteenth Century Art
 - d. Nineteenth and Twentieth Century Art
3. Fa 401 Seminar in Art Historical Research (3 credits) is required and must be taken during the Junior or Senior year. This course may be counted as one of the seven courses listed in paragraph #2 above.

Double Majors in the Department must fulfill all requirements for both majors.

Studio Art

The major is designed both for the student artist and the student interested in art. The departmental courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and art related fields such as teaching, conservation, art therapy, publishing or exhibition design.

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the departmental advisor.

1. Fs 101, 102, 103 Foundations of Studio Art (9 credits)
Drawing, Painting, Sculpture
To be completed by the end of the Sophomore year.
2. Fa 101–102 Introduction to Art History (6 credits)
Fa 103 or Fa 104 Art History Workshop (3 credits)
3. Six additional courses with Fs numbers. These must include at least two 300 level courses and the senior project (Fs 498). Students must have taken at least 4 semesters of work relating to their senior project prior to the Senior year.

During their Sophomore year students intending to major in studio are asked to present a portfolio and to discuss their choice with the Department.

Course Offerings

Art History

Fa 101–102 Introduction to Art History (F, S; 3, 3)

This course provides a basis for intelligent understanding and enjoyment of the arts. The major monuments of western art from ancient times to the twentieth century are discussed and considered in relation to the larger historical and cultural framework in which they were created. The class meets twice weekly for lectures and once in small discussion sections. Class assignments include the study of significant works of art in Greater Boston. The concurrent Art History Workshop (Fa 103–104) offers practical experience with an insight into some of the chief technical and aesthetic questions facing the artist both in the more distant and recent periods. This studio course, which meets once a week, is highly recommended for students taking Fa 101–102. (Departmental majors, please consult requirements.)

Fa 103–104 Art History Workshop (F, S; 3, 3)

See course description above.

Fa 108 Great Art Capitals of Europe (S, 3)

For art historians, art lovers, urbanists and travelers. The course deals with the cities that led the Western world in artistic accomplishments, among them Athens, Rome, Paris, and London. In these cities art styles were born and often reached their finest expression. Emphasis will be placed on the art that is collected in the museums and monuments of each city as well as on the city itself as a work of art. The growth of each city will be traced and the historic styles that shaped it defined. The Department Not open to students who have taken Fa 101 and Fa 102

Fa 109 Aspects of Art (F; 3)

This course will attempt to view Western art in terms of a number of universal considerations. Specific objects will be investigated with regard to such issues as structure, form, color, light, composition and the like. We propose, then, to avoid the usual approach to art as an historical sequence of works and styles and replace this with a method based on concepts. Hopefully, this will result in an alternate means of comparison and evaluation that will prove as educational as the more traditional modes of instruction.

The Department

Fa 151 Modern Art (F, S; 3)

An introduction to art in the western world from the late eighteenth century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment which helped to shape it whilst being shaped by it in turn. Emphasis placed on French, English and German painters and sculptors. Among those included are: David, Ingres, Constable, Monet, Van Gogh, Gauguin, Matisse, Picasso, Kandinsky, Mondrian, Duchamp, and Dali.

Jeffery Howe

Fa 181 History of the European Film (F; 3)

From a close study of various European films one detects certain patterns which are in retrospect designated as movements. Utilizing a survey approach, the course examines the principal move-

ments of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema. Lectures, readings, and discussion will reinforce the multiple viewings of films.
John J. Michalczyk, S.J.

Fa 182 The Documentary Film (S; 3)

A film is not created in a vacuum, but represents the historical, social, economic and political milieu from which it emanates. The documentary works of the masters—Flaherty, Resnais, Ivens, Capra and Riefenstahl—will serve as an indisputable witness to these complex zones in our contemporary culture.

John J. Michalczyk, S.J.

Fa 211-212 (Cl 212-213) Art of the Ancient Mediterranean World (F, S; 3, 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The Fall Term will emphasize Greek Art to the beginning of the Roman Empire.

The Spring Term will be devoted to Roman Art in its broadest sense, beginning with Etruscan and Greek Italy in the Roman Republic.
Cornelius Vermeule

Fa 221 Art of the Early Medieval World (F; 3)

This course treats the Early Medieval period in the East and West. The catacombs, the sarcophagi, the illuminated manuscripts, the mosaics and wall paintings will be studied with a view to giving the students a method of approaching individual works of art, a method that should provide them with a language for analyzing and interpreting the art work of various ages.
Pamela Berger

Fa 222 Art of the Later Medieval World (S; 3)

This course treats the arts of the Late Byzantine, Romanesque and Gothic periods: architecture, sculpture, mosaics, wall paintings, illuminated manuscripts and stained glass windows. Special attention will be devoted to the Byzantine and Romanesque castles with a view to acquainting students with the materials uncovered at the Boston College archaeological dig at the Castle of the Forty Columns in Cyprus. (See Hs 212 Introduction to Archaeology.)
Pamela Berger

Fa 223 Medieval Art In France (F; 3)

The aims of this course are three-fold: to set forth the development of Medieval Art in France, to teach students to analyze significant stylistic changes, and to have the student experience what it means to deal with this material in the French language. The student will be encouraged to look carefully at works of art both through slides in the classroom, and through visits to the museum.
Pamela Berger

Fa 225 Irish Art (F; 3)

After a brief view of Irish megalithic art and Celtic art of La Téné Age in Europe, this course will turn to a study of the synthesis of Celtic motifs and aesthetic into the new Medieval style forged in Ireland.
Pamela Berger

Fa 231 The Arts of the Italian Renaissance (F; 3)

The painting, sculpture, architecture of the Renaissance in Italy will be studied from the early fifteenth century in Florence to the sixteenth century in Rome. The lives and works of the principal artists will be discussed as well as their relationships to the patronage of the Medici, the Popes and the princely Courts in Northern Italy.
Josephine von Henneberg

Fa 232 Renaissance Art in Northern Europe (F; 3)

Painting and sculpture in France, the Low Countries and Germany from the late fourteenth through the early sixteenth centuries. Emphasis on the roots of fifteenth century art in the International Style, on masters of painting such as Campin, the Van Eycks, Rogier van der Weyden, Hugo van der Goes, Hieronymus Bosch,

Grünewald, Dürer, as well as on the sculpture of Tilmann Riemenschneider and Veit Stoss.
Kenneth Craig

Fa 241 The Age of Baroque (F; 3)

The seventeenth century is one of the great epochs in the history of art. The style of this period, the Baroque, swept all of Europe. Yet it is hardly a uniform phenomenon since it can range from the brilliantly intellectual to the touchingly emotional. What links this wonderful variety is the desire to produce a new naturalism in the visual arts. This is the thread that connects artists as diverse as Caravaggio, Bernini, Rubens, Poussin, Rembrandt, and the Carracci—the Titans of the age. Their work is the principal focus of this course.
Kenneth Craig

Fa 251 Modern Architecture (S; 3)

The evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F. L. Wright, Gropius, Mies van der Rohe, Le Corbusier.
Jeffery Howe

Fa 253 Cinema and Modern Art (F; 3)

The motion picture has had a significant effect on the course of 20th Century Art. Such artists as Marcel Duchamp, Fernand Leger and Salvador Dali not only turned to the cinema as a fertile source of new ideas for their paintings, but in addition they also made their own films. Artists and poets of such diverse movements as Cubism, Futurism, Expressionism, Dada, Surrealism and Constructivism found in the cinema a potent means for the realization of their own specific aesthetic programs. Students with an interest in film, modern art or poetry will find this course of special interest.
Edward A. Aiken

Fa 256 Impressionism and Neo-Impressionism (S; 3)

The course emphasizes the origins and development of Impressionism in France, with special attention paid to the art of Rousseau, Daubigny, Millet, Courbet, Manet, Degas, Monet, Renoir and Pissarro. Parallel developments in England and Germany will also be considered before examining the changes in principle and form that were introduced by the Neo-Impressionists, Seurat and his friends and followers. The course will conclude with an assessment of the historical significance of Impressionism as a force acting on subsequent artistic endeavors.
Jeffery Howe

Fa 267 From Salt-Box To Skyscraper: Architecture in America 17th–20th Centuries (F; 3)

This course will trace the development of architecture in America from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston Area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture.
Jeffery Howe

Fa 272 African Art (S; 3)

The traditional arts of sub-Saharan Africa are charged with an emotional intensity and clarity of form that the art of few other cultures can match. This survey will present African sculpture as the visible expression of a complex transcendental world of African philosophy and religion. Architecture and textiles will also be discussed in the context of "tribal" life.
Kenneth Craig

Fa 274 Gods and Goddesses of India (S; 3)

From the artifacts of the Indus Valley Civilization; through the rise of Buddhism and the culmination of Buddhist sculpture in the Gupta Period; to Hindu works of the medieval period. (Includes related Buddhist material in China and Japan).

The Department

Fa 282 The Political Fiction Film (S; 3)

On one hand film has been designed to entertain. On the other, it has been created to propagandize especially by a government in crisis or an individual with a cause. The political fiction genre, internationally launched with Costa-Gavras' *Z*, combines both objectives. It is an attempt to blend cleverly a sophisticated ideology with attractive entertainment. Films from America (*All the*

President's Men), France (Z), and Italy (*Battle of Algiers*) will be screened to illustrate this thesis. John J. Michalczyk, S.J.

Fa 284 The Eastern European Film (F; 3)

In the films emanating from Eastern Europe prior to and following World War II, several thematic patterns can be detected—a preoccupation with war and Resistance, the absurdity of daily life, political manipulation, progressive dehumanization, and collective heroism. Polanski, Wajda and Lenica from Poland, Kadar, Forman and Menzel from Czechoslovakia. Szabo and Jancso from Hungary, and Eisenstein and Pudovkin from the Soviet Union—all represent various thrusts to the European cinema industry. The films of these directors, often couched in surrealist, historical, and animated allegories, are studied carefully for technique and content and situated in their historical context through parallel readings. John J. Michalczyk, S.J.

Fa 286 History of Photography as a Fine Art (S; 3)

A study of photography from the 1830's to the present day in France, England, and the United States. Style and subject matter are emphasized rather than technical processes. The course will consider the work of individual photographers such as Nadar, Talbot, Stieglitz, as well as the reciprocal relationship between photography and modern art. The Department

Fa 288 (RI 362) A Pléiade of French Literary Film Directors (F; 3)

Seven French novelists evolved from the written word to the celluloid image each in a unique manner. Cocteau, Malraux, Robbe-Grillet, Duras, Giono, Pagnol and Guitry made contributions to both media. This course analyzes the technique, content, and characterization in both the cinematic and literary work of art, as in the case of Cocteau's *Orpheus* or Malraux's *Man's Fate*. Offered 1982–83 John J. Michalczyk, S.J.

Fa 313 (CI 313) Athens in the Age of Pericles (F; 3)

In the fifth century B.C. the city of Athens was the center of Greek artistic and intellectual life. The high classical style that developed here in sculpture, architecture and painting marks a golden age of western civilization. This course will study the art and the architectural monuments of the Athens that the ancients knew, including the topography of the city, tapping both archaeological and literary evidence. Kenneth Craig

Fa 332 The Age of Leonardo, Michelangelo and Raphael (S; 3)

The "High Renaissance" lasted only a short while, but it produced artists of such unqualified excellence that the age became known through history as one of the high points of western civilization. The lives and works of these men will be examined in detail, with the socio-historical conditions that made their development possible. Josephine von Henneberg

Fa 333 Venetian Painting (F; 3)

Giorgione, Titian, Tintoretto, and Tiepolo are some of the most celebrated members of an unbroken painterly tradition that extends from the mid-fifteenth to the early nineteenth century and beyond. The course focuses on the achievements of these masters. Josephine von Henneberg

Fa 341 Dürer and His Contemporaries (S; 3)

Sixteenth century art in Germany and the Netherlands. The rich and sometimes puzzling imagery of the period will be studied against a background of complex artistic and historical influences in Northern Europe. The course will concentrate on leading masters of the era including Dürer, Cranach, Jerome Bosch, and Pieter Bruegel the Elder. The Department

Fa 342 Age of Rembrandt (S; 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage throughout Europe. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape. Kenneth Craig

Fa 344 From Bernini to Wren: Architecture of the Baroque (S; 3)

Soaring domes, undulating facades, and magnificent vistas are just a few of the characteristics that make seventeenth-century architecture one of the most delightful and rewarding studies in the history of western art. Rome was the cradle of this distinctive

architectural style as artists like Bernini and Borromini changed the face of that city. But the Baroque style in architecture spread rapidly and it became the symbol of the wealth and power of nations. This survey—from Bernini in Rome to Christopher Wren in post-conflagration London—will present the great architectural monuments of the age as well as the artistic personalities who were responsible for their creation. Josephine von Henneberg

Fa 345 The Art of The Counter-Reformation (S; 3)

The impact of the Counter-Reformation on the visual arts in Italy and northern Europe. Focus on the ideas and events that changed the subjects and the styles of painting, sculpture and architecture from the mid-sixteenth century to the seventeenth century: John Calvin and Protestant iconoclasm; the canons and decrees of the Council of Trent; the foundation of the Jesuit order and its subsequent impact on patronage. Special attention to the work of the masters whose styles simmered in the crucible of change such as Rubens in Antwerp and Caravaggio and the Carracci in Italy. Kenneth Craig

Fa 355 From Gauguin to Dali: Late 19th and Early 20th Century Art (F; 3)

From an examination of the diverse reactions to Impressionism in the 1880's the course proceeds to a discussion of art nouveau sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-rational currents from Dada to Surrealism are analyzed. Marianne W. Martin

Fa 356 Art Since 1945 (S; 3)

A study of the history of painting and sculpture from 1945 to the present. Emphasis will be placed on the origins and development of Abstract Expressionism, Pop Art, and Color Field Painting. Some attention will also be paid to the persistence of the Surrealist tradition. Jeffery Howe

Fa 357 Modern Sculpture in Europe (F; 3)

The history of sculpture 1830-1980, with concentration on the period 1880-1940. Artists to be studied include: Rude, Carpeaux, Rodin, Matisse, Brancusi, Duchamp, Lipchitz and Moore. The course will analyze and attempt to account for the radical shifts in form, content and technique during this era of discovery and innovation. Marianne W. Martin

Fa 358 Picasso, Stein and Company (S; 3)

Pablo Picasso and Gertrude Stein as foci of an examination of the arts in Paris, circa 1900 to 1920. Other important figures to be studied include the painters Matisse, Braque, Léger, Delaunay and Duchamp; the poet and critic Apollinaire; the composers Debussy, Satie and Stravinsky; and the impresario Diaghilev and the dancer Nijinsky of the Ballets Russes. Lectures and extensive discussion. Difficulty is one of the hallmarks of modern art generally. This course seeks to develop skills in the analysis, interpretation and evaluation of difficult works in the several arts, e.g., Picasso's *Demoiselles d'Avignon*, Stein's *Tender Buttons* and Stravinsky's *Le Sacre du Printemps*. Previous work in art history is recommended. Marianne W. Martin

Fa 381 The Propaganda Film: From the Aesthetic to the Manipulative (S; 3)

The film as a celluloid weapon created to move, incite or educate has been utilized socially and politically for more than half a century. This course will differentiate between aesthetic and propagandistic elements in the film by examining a cross-section of films on the international scene—*Potemkin*, *Triumph of the Will*, *Hearts and Minds*, *Why We Fight*, *The Spanish Earth*, etc. John J. Michalczyk, S.J.

Fa 391 Museum Studies (F; 3)

An introductory survey of the history, theory and social functions of museums and aspects of museum works, such as acquisition, conservation, exhibition and cataloguing. Class time will be devoted largely to visits to local institutions for talks with their staffs and first-hand study of their operations. The major class project will be the organization and installation of an exhibition in the Boston College Gallery. Previous work in art history is recommended. The Department

A nominal fee which includes membership in the Museum of Fine Arts is charged for this course.

Fa 401 Seminar in Art Historical Research (F; 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

Kenneth Craig
Jeffery Howe

Fa 402 Connoisseurship and Art Criticism (S; 3)

A course dealing with practical and theoretical aspects of the critical evaluation of works of art. Various significant critical approaches and actual works of art will be examined.

The Department

Fa 403-404 Independent Work (F, S; 3, 3)

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

The Department

Fa 408 On Quality in Art (S; 3)

The course explores attempts from Vasari to Gombrich at formalizing critical judgments of artistic works in order to investigate the possibility of objective judgment. Works of art will be discussed in conjunction with the writings of Winckelmann, Baudelaire, Burckhardt, Berenson, Roger Fry, Apollinaire, Breton, Panofsky, and others.

Marianne W. Martin

Note: A nominal fee is charged for film courses.

Studio Art (including Film and Photography)

Fs 001-002 Introduction to Studio Art (F, S; 3, 3)

The course, geared to the Liberal Arts student, provides both an academic and contemporary approach to drawing and painting, with elementary and advanced theory of design, composition, and organization. It includes figure drawing from live model, formal structure, introductory anatomy, foreshortening, composition and chiaroscuro in charcoal, conte crayon, pastel and an introduction to color.

The second semester is devoted to the use of various media: oil painting, water color, pastel, conte crayon, and an introduction to modeling in clay. Assignments include review portfolios.

Paul S. Keaveney

Fs 003-004 Introduction to Ceramics (F, S; 3, 3)

An introductory course for students desiring a foundation knowledge in the possibilities of clay. This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level.

The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information.

Mark Cooper

Fs 101-102-103 Foundations of Studio Art (F, S; 3, 3)

An introductory course for Studio Majors and others pursuing art seriously. The course focuses on the attitudes and elements that lead to an individual vision. It is divided into three parts: drawing, painting and sculpture. It is a prerequisite for most other studio courses. Each semester's work receives grade and credit as one course.

Michael Mulhern
Andrew Tavaralli

Fs 161 Photography for Art Students (F, S; 3)

This course in beginning photography is oriented toward those with an interest in contemporary art and self-expression. Topics to be covered include exposure and development of film, printing, and mounting for exhibition. Regular visits to galleries, museums

and lectures will be expected of each student in addition to the assembly of a final portfolio.

Charles Meyer
Jim Stone

Fs 171 Basic Film-making (F, S; 3)

How an observation can be turned into a vision. Projects in silent film-making: angle, cut, light, take, shot breakdown, and dream. A class for beginners. Equipment is provided.

Ken Brown

Fs 173 Animation I (F, S; 3)

This course covers a variety of basic animation techniques. We emphasize "hands on" experience in bringing ideas and fantasies to life through animation. Work is done both individually and in small groups.

Ken Brown/Lisa Crafts

Fs 203-204 Drawing I: Structural Drawing (F, S; 3, 3)

Prerequisite: Fs 101 or permission of the instructor.

A course which uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy, and manual control through the rendering of objects. Students are expected to master proportion, perspective, foreshortening, modeling, and spatial rendering in a variety of media.

The Department

Fs 213-214 Printmaking I (F, S; 3, 3)

Prerequisite: Fs 101-102 or permission of the instructor.

As an introduction to printmaking, this course centers around demonstrations and discussions of various etching and engraving methods (hard ground, soft ground, aquatint, liftground, engraving, and a multiple image). It includes discussions of both the historical significance and present use of these more traditional techniques in conjunction with contemporary methods of intaglio (color, cut plates, found objects, viscosity, mixed medium) and relief printing. The focus will be on the print as a vehicle in establishing a personal vision.

Michael Mulhern

Fs 221 Color (F; 3)

A course concerned primarily with sensitizing the student to understanding, seeing and using color with more subtlety and sophistication. The course has two components: a technical part dealing primarily with color mixture and color interaction; and an intuitive part, consisting of free color studies. Most work is done in gouache and collage.

The Department

Fa 223-224 Painting I (F, S; 3, 3)

Prerequisite: Fs 101-102 or permission of the instructor.

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

Andrew Tavaralli

Fs 225-226 Watercolor I (F, S; 3, 3)

Prerequisite: Fs 101-102 or permission of the instructor.

An introduction to the various materials and techniques of watercolor.

Toni Dove

Fs 241-242 Ceramics I (F, S; 3, 3)

Prerequisite: Fs 101, 103 or permission of the instructor.

Stress is placed on the basic fundamentals of ceramics as a means for self-expression through sculptural or functional concerns. The course is conducted through informal talks, slide lectures, and demonstrations. These include orientation and exploration of the possibilities of clay and glaze, technical background, history and attitudes towards ceramic objects. Students are required to spend an appropriate time outside of class on specific projects.

Mark Cooper

Fs 251-252 Three Dimensional Design I (F, S; 3, 3)

Prerequisite: Fs 101, 103 or permission of the instructor.

Focus in the course is placed on realizing and understanding forms and objects in space. Design and compositional elements of these concepts will be discussed and explored through a series of projects. Slide lectures, demonstrations, and critiques will examine both traditional (the sculptural object, the relief, etc.) and contemporary concerns (chance environmental, 3-D painting, 3-

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D drawing, etc.) Emphasis will be placed on developing a broad vocabulary and personal vision. *Michael Mulhern*

Fs 261 Photography II (F; 3)

Prerequisite: Fs 161 or permission of the instructor.

A course exploring the potential of the photographic image for personal expression. Lectures will include a brief history of photography as a creative art, and the class will visit gallery exhibits when appropriate. *James Stone*

Fs 273 Intermediate Film-making (S; 3)

Prerequisite: Previous film-making experience and permission of the instructor.

What pictures and sounds do to each other. Projects in sound film-making: dubbing, mixing, interview, dialogue, and inner voice. Equipment is provided. *Charles Meyer*

Fs 275 Animation II (S; 3)

Prerequisite: Animation I, or special permission of the instructors.

An extension of Animation I, using more advanced techniques and working towards several complete short films. *Ken Brown*
Lisa Crafts

Fs 301–302 Drawing II: Figure Drawing (F, S; 3, 3)

Prerequisite: Fs 203–204 or permission of the instructor.

Studies from the model with emphasis on the utilization of line as an indicator of the musculature and forms of the body. Various problems of refinement and spatial consideration: i.e., model in relation to Cubist space, architectural space, etc., will be given special consideration. *Aileen Callahan*

Fs 307–308 Drawing III: Advanced Drawing (F, S; 3, 3)

Prerequisite: Fs 301–302 or permission of the instructor.

Problems from a broad range of stimuli and ideas. Pictorial images are developed from the internal needs of the drawing itself rather than from such external considerations as representation or illustration. *The Department*

Fs 313–314 Printmaking II (F, S; 3, 3)

Prerequisite: Fs 213–214

Development of expertise in various intaglio methods of printing, particularly color printing, cut plate techniques, collagraphs and multicolor (relief-intaglio) dimensional prints, etc.

While a number of problems will be introduced, students will be able to choose and explore the methods most congenial to their vision and goals. *Michael Mulhern*

Fs 323–324 Painting II (F, S; 3, 3)

Prerequisite: Fs 223–224 or permission of the instructor

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting I but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin to work toward more personal means of painting. *Andrew Tavarelli*

Fs 343–344 Ceramics II: Wheelthrowing (F, S; 3, 3)

Prerequisite: Fs 241–242 or permission of the instructor.

Fundamentals of throwing on the potter's wheel. Emphasis is placed on the development of throwing skills and the "vessel as a metaphor". During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level. Emphasis is placed on design, surface, and concept. Seminars, lectures, slides, films, and field trips cover the possibilities of the ceramic medium. *Mark Cooper*

Fs 351–352 Three Dimensional Design II

Prerequisite: Fs 251–252 or permission of the instructor.

This course is designed for the more advanced student who is familiar with the basic elements of 3-D design. Although the format will be similar to 3-D Design I, specific problems such as wall environs, serial relations, minimal structures, etc. will be introduced to encourage the student to achieve a more individual expression. *Michael Mulhern*

Fs 363 Advanced Photography II (F, S; 3)

Prerequisite: Fs 261; 262 or permission of the instructor

This course is designed for those with a strong commitment to still photography as a creative discipline. Students should be

prepared to work intensively in an area of their own choosing with the class acting as a forum for the critique of continuing work. *Charles Meyer*

Fs 367 Experimental Photography (S; 3)

Prerequisite: Fs 262 or permission of instructor

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the exploration of an individual direction for the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, High contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside of class will be expected. *Jim Stone*

Fs 385–386 Independent Work (F, S; 3, 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. *The Department*

Fs 485–486 Independent Work (F, S; 3, 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. *The Department*

Fs 498 Senior Project (F; 3)

Required of all Studio Art majors. Students must have taken at least 4 semesters of work relating to their project prior to the Senior year. Directed by a member of the Department and evaluated by departmental review. *The Department*

Fs 499 Advanced Seminar in Studio Art (S; 3)

Prerequisite: For Studio or Art History majors only or permission of the instructor.

The content of the seminar will be determined by the ongoing studio or art historical and critical work of the participants. This course will serve as a forum for the discussion of students' work and ideas. Critiques, lectures, slide presentations, readings, gallery visits, etc., will be utilized in the exploration of contemporary work. *Michael Mulhern*

NOTE: A nominal laboratory fee is charged in most studio courses.

Geology and Geophysics

Faculty

Professor James W. Skehan, S.J., Director, Weston Observatory
A.B., A.M., Boston College; Ph.D., Harvard University

Associate Professor Emanuel G. Bombolakis, B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Associate Professor Benno M. Brenninkmeyer, S.J., A.B., Boston College; Ph.D., University of Southern California

Associate Professor George D. Brown, Jr., B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

Associate Professor J. Christopher Hepburn, Chairman of the Department
A.B., Colgate University; A.M., Ph.D., Harvard University

Associate Professor David C. Roy, B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Assistant Professor John F. Devane, S.J., A.B., A.M., Boston College; M.S., Fordham University

Assistant Professor John E. Ebel, A.B., Harvard University; Ph.D., California Institute of Technology

Assistant Professor Rudolph Hon, M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Program Description

Major in Geology or Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a program with an emphasis in Geology, Geophysics or a combination of Geology and Geophysics, or may formulate a more general course of study in Earth Science. Within the broadly defined constraints discussed below, programs are individually designed to meet the interests and professional objectives of each student. It is recognized that students may wish to major or have concentration in the earth sciences for a variety of reasons including:

- 1) a desire to work professionally in one of the earth sciences,
- 2) a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful,
- 3) a desire to teach earth science in secondary schools, or
- 4) a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphasis is on the composition, structure and history of the earth; for others, investigations are aimed at understanding geologic processes and the modifications of materials they produce. In all the earth sciences, the tools and principles of mathematics, physics, chemistry, and bio-sciences together with those unique to the fields of geology and geophysics are focused on the studies of the earth. For those planning careers in the earth sciences, therefore, supplemental work in a variety of sciences is required.

Any major in Geology and/or Geophysics may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made no earlier than the beginning of the junior year and no later than the beginning of the senior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon: a) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; b) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

Students in the Department are urged to fulfill at least one of the elective courses with a project-oriented research course during their senior year.

Students may propose substitutes for particular course requirements by petitioning, in writing, the Department Undergraduate Policy Committee.

Geology Major

Students majoring in Geology will take the following courses: Introduction to Geology and Geophysics I and II, Mineralogy, Structural Geology I and II, Petrology I and II, Stratigraphy and Sedimentation and at least two additional electives (with a minimum of one being numbered 300 or above) in the Department to bring the total number of Departmental courses to 10. Also required are a minimum of two semesters of Calculus, two semesters of Physics using Calculus (Ph 209–210 or Ph 211–212) and two semesters of Chemistry with laboratory (Ch 109–110, or Ch 117–118). The Department strongly advises at least four semesters of Calculus and a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300 level Departmental electives upon written approval of the chairman prior to taking the field course. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

Geophysics Major

Students majoring in Geophysics will fulfill the following course requirements: Introduction to Geology and Geophysics I and II, Geology, Structural Geology II, Introduction to Geophysics, plus three other courses in geophysics, two additional Departmental electives numbered 200 or above, and two additional electives approved in advance by the student's advisor in Departmental courses numbered 400 or above or in advanced courses in Physics

or Mathematics beyond those required below. (Note: May be fulfilled by a combination of courses such as one advanced Departmental course and one advanced Physics course, etc.). Thus 11 courses are required in addition to the outside science requirements. These outside science requirements for the Geophysics major are: one year of Chemistry, with laboratory (Ch 109–110 or Ch 117–118); six semesters of Calculus, and four semesters of Physics, to include at least two semesters of Physics from among the following: Ph 327, Ph 401, Ph 425, Ph 515, in addition to two semesters of Introduction to Physics with Calculus (Ph 209–210 or Ph 211–212). Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the department will be determined by the student and his or her advisor.

Geology–Geophysics Major

This major may be desirable for those seeking the advantages of both programs and is considered excellent preparation for those looking toward employment in industry following graduation with a B.S. degree. However, the student is cautioned that this combined program is clearly more intensive than either of the separate majors in Geology or Geophysics.

Students majoring in Geology-Geophysics will take the following courses: Introduction to Geology and Geophysics I and II, Mineralogy, Structural Geology I and II, Petrology I and II, one course in sedimentary geology, and at least three courses in Geophysics. Also required are two semesters of Chemistry with laboratory (Ch 109–110 or Ch 117–118), six semesters of Calculus, and three semesters of Physics to include at least one semester of Physics from among the following: Ph 327, Ph 401, Ph 402, Ph 425, Ph 515, in addition to two semesters of Introduction to Physics with Calculus (Ph 209–210 or 211–212). Courses in computer science are highly recommended in the elective program. The student will plan an elective program in consultation with his or her advisor.

Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928–1949), is now part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department for education in the geosciences, and a center for research in the fields of geophysics, energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and ancient movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a forty-station regional seismic network which records data on earthquakes in the northeast as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a co-operative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa. These studies include research on the coal-bearing strata of Pennsylvanian age (280–310 million years) in the Narragansett Basin in southeastern Massachusetts and Rhode Island and related deposits in Pennsylvania and Europe.

Core Program

Core Program: The CORE course offerings in the Department reflect the view that the planet Earth is the only one we shall ever live upon. This uniqueness requires that we consider the implications of our actions in our environment, whether they be the

discharge of pollution, the use of petroleum and other natural resources, or the places in which we choose to live. The physical, chemical and biological factors of our environment home are a complex that affect all of us, some in direct and serious fashion; others in indirect and minor ways. However we view the earth we live upon, we are directly tied to it. The courses that we include for offering as CORE courses include a variety of subjects, approaches, and viewpoints. The variability provides maximum freedom of choice at both introductory and advanced levels, although all presume no prior knowledge of the science. Though you will not become scientists by enrolling in these courses, perhaps you will learn to view our home planet in a different and hopefully, more responsible fashion.

The following courses are intended for fulfillment of the science core requirement and have no prerequisites unless specified. Others may be substituted upon petition and consideration.

An asterisk after a course title indicates that a course carries a laboratory fee.

Course Offerings

Core Courses

Ge 115 Planet Earth I* (F; 3)

An introduction to the concepts and processes of our only home and its environment, planet Earth. Simulated field trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology, and guide much of his or her own development in the subject. One two-hour A-T session and two one-hour lectures per week. *The Department*

Ge 125 Planet Earth II* (S; 3)

A sequel to Ge 115, this course will explore the development of planet Earth, especially North America and the United States, and the biological evolution of the creatures that inhabit its surface. The Audio-Tutorial format will be used to examine representative or specific areas. One two-hour A-T session and two one-hour lectures per week. Ge 115 is not a prerequisite for this course. *The Department*

Ge 132 Introduction to Geology and Geophysics I (F; 3)

An introduction to the important geological and geophysical processes operating on and within the earth. Intended for geology and geophysics majors, majors in other sciences, and other students wishing a more advanced course than is given in Ge 115–125. Fulfills core science requirement. Laboratory (Ge 133) is required for geology and geophysics majors. *The Department*

Ge 134 Introduction to Geology and Geophysics II (S; 3)

A continuation of Ge 132 with an emphasis on the use of the rock record in interpreting the history of the earth and the evolution of life forms. May be taken without Ge 132 with permission of instructor. Fulfills core science requirement. Laboratory (Ge 135) is required for geology and geophysics majors. *The Department*

Ge 133–135 Introduction to Geology and Geophysics Laboratory* (F, S; 1, 1)

Laboratory required for geology and geophysics majors and open to other interested students enrolled in Ge 132–134.

One two-hour laboratory per week and field trips.

Ge 143 Geologic Hazards, Landslides, and Earthquakes (F; 3)

The origin of common types of earth material and several landform features will be reviewed during the first few weeks. The purpose of this review is to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the type of catastrophe that eliminated the entire city of Helice, Greece, in 373 B.C.; recent disasters such as the Vient dam disaster and the Alaskan earthquake; and the prediction of earthquakes in California and the eastern United States.

E. G. Bombolakis

Ge 145 Geophysical Predictions (S; 3)

An overview of current prediction capabilities for geophysical events of the solid earth (earthquakes, volcanoes, landslides), the atmosphere (storms, tornadoes) and the hydrosphere (floods).

Emphasis is placed on societal values of prediction as well as on accomplishments and still unsolved problems.

Not offered 1982–83.

J. F. Devane, S.J.

Ge 150 Introduction to Astronomy* (S; 4)

The solar system, the universe, bodies in space, and their origins and relationship are the focus of this course. The Audio-Tutorial format is used to allow for individualized study of selected topics. Three hours of lecture and one Audio-Tutorial session or telescope viewing per week. *The Department*

Ge 160–162 The World of Oceans and Coastal Environments* (F, S; 4, 4)

A discovery of the environments of the world's oceans and coast lines. Topics examined include a history of the growth of ocean basins, a description of the landforms and sediments found on the ocean bottom, the characteristics of ocean water, the movement of the water by waves, tides and currents, and the animals and plants that live in the deep and shallow waters. The second part is a study of the evolution, ecology and processes of beaches, coral reefs, estuaries, and deltas-areas where the ocean meets land. Man's effect upon and benefits from each of these environments is stressed.

Two one-hour lectures per week. One one-hour laboratory and one demonstration, film and/or discussion each week. Two field trips. Second semester can be taken without first semester.

Benno M. Brenninkmeyer

Ge 165 Geology and the Environment (F; 3)

Natural processes on and near the earth's surface and our interaction with them will be explored. The effects of our utilization of the earth's natural resources, especially petroleum, and our disposal of wastes on natural systems will also be examined. *David C. Roy*

Ge 170 Introduction to Meteorology (F; 4)

Description and examination of the properties and characteristics of the Earth's atmosphere. Meteorological instruments, analysis of relationships involving temperature, moisture, wind systems and fronts, and weather modifications will be discussed.

Three hours of lecture and one discussion per week.

The Department

Ge 176 Extraterrestrial Geology (S; 3)

Man is in the process of exploring the Solar System. The spectacular results and photographs of recent manned and unmanned space programs, including the Apollo (moon), Viking (Mars), Pioneer and Voyager (Mercury, Venus, Jupiter, Saturn) will be reviewed to help develop models for the "geologic" evolution of these bodies and a current picture for the origin of the Solar System. The question of life on other planets, particularly Venus and Mars, will be discussed as will the impact of space exploration programs on our understanding of the earth's history.

Three hours of lecture per week. Not offered 1982–83.

J. Christopher Hepburn

Ge 180–182 Introduction to Earth Science* (F, S; 3, 3)

This course will cover the various disciplines that traditionally are considered as the Earth Sciences, namely, Geology, Oceanography, Meteorology, and Astronomy. The format will include an Audio-Tutorial session each week to present principal aspects of each of the above fields. The course will emphasize the interrelations of these various disciplines and how they influence our existence on earth.

Two lectures and one two-hour Audio-Tutorial session per week. Second semester may be taken without the first semester.

James W. Ring, S.J.

Ge 190 Origins of Man (F; 3)

An introduction to the study of man as a biological creature. Organic in concept, this course will consider evolution, genetics, and the paleontologic record in establishing man's place in the realm of living things. Of particular concern are the primates, from Mesozoic ancestors to the present forms and Homo sapiens. *George D. Brown, Jr.*

Ge 197 The Dynamic Earth (S; 3)

The focus of this course is the dynamism of the earth as reflected in the "drifting" of continents, the opening of ocean basins, the

devastation caused by earthquakes, the eruption of volcanoes, and the formation of mountain ranges. The evidence for the movements of continents and the opening of ocean basins will be examined with the non-science student in mind. The origin of earthquakes and recent advances in their prediction and possible control will be discussed.

David C. Roy

Major Courses

The following courses are designed for majors in the Department or in sciences in general. Some courses have prerequisites, others do not. All however, may be taken by students who seek elective credit.

Ge 200 Mineralogy* (S; 4)

Prerequisites: Ge 132, 134, first year of Chemistry, may be taken concurrently.

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and two hours of laboratory per week.

Rudolph Hon

Ge 240 Seminar in Regional Geology (S; 2 or 4 credits)

Prerequisite: Consent of the instructor

A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 16 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required.

The Department

Ge 264 Stratigraphy and Sedimentation* (S; 4)

Prerequisite: Ge 132 and 134 or equivalent

The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostratigraphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations.

George D. Brown, Jr.

Ge 270 Petrology I (F; 4)

Prerequisites: First year of Chemistry, Ge 132, 134, 200 or equivalent.

This course has two parts: the principles and theory of polarizing microscopy and basic igneous petrology. The first part of the course focuses on the basic physics of the interaction of light with the crystalline matter and how it can be applied to mineral identification using the polarizing microscope. The second part of the course covers the basic principles of igneous petrology, equilibrium and non-equilibrium crystallization and the use of phase diagrams in binary, ternary, and quaternary systems.

Three hours of lecture per week. Laboratory Ge 271 is required.

J. Christopher Hepburn

Rudolph Hon

Ge 271 Petrology I, Laboratory* (F; 0)

The laboratory exercises are directly synchronized with Ge 270. The student will practice the use of the polarizing microscope and will learn how to use it as a tool for identification of rock-forming minerals, using the immersion technique as well as the thin sections. The petrology and classification of the igneous rocks is learned using both hand samples and thin sections. Lab-

oratory unknowns and problems assigned. Four hours per week.

J. Christopher Hepburn

Rudolph Hon

Ge 272 Petrology II (S; 4)

Prerequisite: Ge 270 or equivalent

A continuation of Ge 270. This course is devoted to an understanding of the petrology of sedimentary and metamorphic rocks. During the first half of the course the dynamic and geochemical factors involved in the formation of sedimentary rocks will be explored. The second part of the course is devoted to the study of metamorphism including the variables and controls involved in the formation of metamorphic rocks. Phase diagrams will be used extensively and applications of the phase rule studied. Laboratory Ge 273 is required.

J. Christopher Hepburn

David C. Roy

Ge 273 Petrology II, Laboratory* (S; 0)

Laboratory for Ge 272. The petrology of sedimentary and metamorphic rocks will be examined both in hand sample and in thin section utilizing the polarizing microscope. Four hours of laboratory per week with problem sets and unknowns assigned.

J. Christopher Hepburn

David C. Roy

Ge 285 Structural Geology I:* Field Aspects (F; 4)

Prerequisite: Ge 132 and 134 or equivalent

This course is oriented toward the solving of geological structures by field exercises and problem sets, emphasizing descriptive and geometrical aspects. Three hours of lecture and one 2 hour problem solving/laboratory session per week and six Saturday sessions in the field.

James W. Skehan, S.J.

Ge 290 Structural Geology II, Analytical Aspects* (S; 4)

Prerequisites: Ge 132 and 134, Mt 100 and Mt 101, Ph 209, or equivalents.

Quantitative and tectonic aspects of fracture, folding, faulting, and igneous intrusion will be treated. The analyses will be made utilizing geologic and geophysical constraints deduced from well-documented field examples, such as the U.S.G.S. Rangely Oil Field study and the Heart Mountain detachment fault system. To achieve these objectives, the analyses first will be made of stress, strain, and the elastic, brittle, ductile, and creep behavior of rock.

Three hours of lecture and one discussion-problem session lab per week.

E. G. Bombolakis

Ge 292 Reading and Research in Geology (F, S; 3, 3)

A study of some problem or area of knowledge in geology.

The Department

Ge 293 Reading and Research in Geophysics (F, S; 3, 3)

A study of some problem or area of knowledge in geophysics.

The Department

Ge 296 Reading and Research in Oceanography (F, S; 3, 3)

The Department

Ge 302 Geochemistry (F; 3)

Prerequisites: College Chemistry, Ge 200, or equivalent.

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects which will be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks.

Will be offered alternate years. Not offered 1982-83.

Rudolph Hon

Ge 330 Principles of Paleontology* (F; 4)

Prerequisite: Ge 132, 134 or equivalent, or permission of the instructor.

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

George D. Brown, Jr.

Ge 350 Regional Geology of North America (S; 3)

Prerequisites: Ge 132-134, 285 or equivalent

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Readings, oral and written reports.

Not offered 1982–83.

George D. Brown, Jr.

Ge 391 Introduction to Geophysics (S; 3)

Prerequisites: Ge 132, 134; Mt 200–201; Ph 211–212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John E. Ebel

Ge 400 Geology/Geophysics Honors (F, S; 3, 3) or (F, S; 4, 4)

Independent research undertaken by a student who qualifies, under the direction of an advisor.

The Department

Ge 450–452 Exploration Geophysics I and II (F, S; 4, 4)

Prerequisites: Ge 132, Mt 200–201, Ph 211–212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoengineering work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor. Three hours of lecture and one problem/discussion session per week.

John F. Devane, S.J.

Ge 460 Modern Sedimentary Environments (F; 3)

Prerequisites: Ge 132, 134, 200, 264 or equivalents

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).

Not offered 1982–83.

Benno M. Brenninkmeyer

Ge 470 Ancient Sedimentary Environments (S; 3)

Prerequisites: Ge 132, 134, 264, 272 or equivalents

Ancient sedimentary deposits will be examined to reconstruct depositional environments using physical, chemical, and paleontological evidences preserved in the rocks. Handspecimen, outcrop, stratigraphic sequence, and other criteria will be used to determine lateral and vertical facies, environmental relationships, sedimentary processes, and tectonics. Though intended primarily to reconstruct the stratigraphic record, the analyses will serve as a basis for the determination of regional geologic settings and to assist in the exploration and exploitation of natural resources.

Not offered 1982–83.

George D. Brown, Jr.

Ge 485 Instrumental Techniques in Geology (F; 4)

Prerequisite: One year Chemistry, Ge 200, 272.

This course is designed to introduce students to the theory, principles of operation and instrumentation of all common instrumental techniques presently used in geological research. These will include x-ray diffraction, x-ray fluorescence, atomic absorption, absorptiometry, electron microscope techniques, neutron activation, emission spectroscopy and mass spectroscopy. There will be laboratory exercises making use of x-ray diffraction, atomic absorption and neutron activation instrumentation.

Will be offered alternate years. Not offered 1982–83.

Rudolph Hon

Ge 500 Potential Field Theory (F; 3)

Prerequisites: Mt 300–301; Ph 211–212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered.

place, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered.

Not offered 1982–83.

John F. Devane, S.J.

Ge 505 Micropaleontology* (S; 4)

Prerequisite: Ge 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Three hours of lecture and one laboratory per week.

George D. Brown, Jr.

Ge 520 Sedimentary Petrology* (F; 3)

Prerequisites: Ge 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand sedimentary provenance and depositional environments will be explored in both the lectures and laboratories.

Offered in alternate years; to be given 1982–83.

David C. Roy

Ge 525 Theory of Mineral Equilibria (F; 3)

Prerequisites: Integral and differential Calculus, Inorganic Chemistry; some knowledge of Thermodynamics is desirable.

The course consists of 2 interrelated parts. The first part will examine basic principles of thermodynamics (1st, 2nd, and 3rd law of thermodynamics) and the theory of solution and equilibria in the chemical system using geological examples. During the second part the same principles will be used in understanding metamorphic reactions and silicate melt-crystal equilibria with special emphasis on geothermometry and geobarometry.

Offered in alternate years; to be given 1982–83.

Rudolph Hon

Ge 526 Igneous Petrology (S; 3)

Prerequisites: Ge 272, 525 or equivalent

The origin and evolution of igneous rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria.

Offered in alternate years; to be given 1982–83.

Rudolph Hon

Ge 528 Metamorphic Petrology (S; 3)

Prerequisites: Ge 272 or equivalent, Ge 525 recommended

The nature and origin of rocks that formed by metamorphism from pre-existing rocks. Topics will include the interpretation of mineral assemblages, their phase relations, and the pressure-temperature regimes of metamorphism.

Offered alternate years; not offered 1982–83.

J. Christopher Hepburn

Ge 530 Marine Geology (S; 3)

Prerequisites: Ge 132, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Offered in alternate years; to be given 1982–83.

Benno M. Brenninkmeyer

Ge 539 Coastal Geology (F; 3)

Prerequisites: Ge 132, 134, Mt 200–201, Ph 211–212 and Ge 450–452 or equivalent

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

Offered alternate years; not offered 1982–83.

Benno M. Brenninkmeyer

Ge 542 Engineering Geology I (F; 3)

Prerequisites: Ph 209 and Structural Geology I or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments. The problems will include basic processes affecting the mechanical behavior

of sediments, time-dependent ground settlement, slope stability, and landslides.

Not offered 1982–83.

E. G. Bombolakis

Ge 547 Advanced Structural Geology (S; 3)

Prerequisite: Consent of instructor

The emphasis will be on basic problems of structural geology, utilizing stress-strain relations. These problems will be analyzed with respect to well-documented field examples in California and several other key areas of the Cordillera. The basic problems include faulting mechanisms and the development of over-thrusts, detachment faults, and drape folds.

Three hours of lecture per week. Offered alternate years; to be given in 1982–83.

E. G. Bombolakis

Ge 548 Geomechanics (S; 3)

Prerequisite: Consent of instructor

The principles of rock deformation will be emphasized, with recent studies of geomechanics problems incorporated in the analysis.

Not offered in 1982–83.

E. G. Bombolakis

Ge 550 Geostatistics (S; 3)

Prerequisites: Ge 115, 125 or equivalents; Computer Programming recommended

Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations.

Not offered 1982–83.

Benno M. Brenninkmeyer

Ge 572 Geophysical Data Processing (S; 3)

Prerequisite: Ge 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data.

John F. Devane, S.J.

Ge 610 Physical Sedimentation* (F; 4)

Prerequisites: Ge 132, 134, 264, 272; Mt 100–101; Ph 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three hours of lecture per week. Laboratory Ge 611 required.

Offered in alternate years; not offered 1982–83.

David C. Roy

Ge 611 Physical Sedimentation Laboratory (F; 0)

Ge 650 Regional Stratigraphy of the Northern Appalachians (F; 3)

Prerequisites: Ge 264, 272, 285 or equivalent

This course emphasizes the application of principles of paleontology, stratigraphy and sedimentation to this important mountain system consisting in part of unfossiliferous, metamorphic layered rocks correlated with those bearing fossils. A research project on a region within the Northern Appalachians is required of each student.

Not offered 1982–1983.

David C. Roy

Ge 655 Regional Tectonics of the Northern Appalachians (S; 3)

Prerequisites: Ge 264, 272, 285 or equivalent

This course emphasizes the application of principles of structural geology, igneous and metamorphic petrology to this multi-deformed mountain system. A research project is required.

Not offered 1982–83.

James W. Skehan, S.J.

Ge 660 Introduction to Seismology (F; 3)

Prerequisites: Ge 391, Mt 300–301 or equivalent

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions.

John E. Ebel

Ge 661 Theoretical Seismology (S; 3)

Prerequisites: Ph 480, Ge 660 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy parti-

tioning, inversion of body wave data and dislocation theory of earthquakes.

John E. Ebel

Ge 662 Geomagnetism (F; 3)

Prerequisites: Ge 391, Ge 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

John F. Devane, S.J.

Ge 663 Gravity Fields (F; 3)

Prerequisites: Ph 480 or equivalent

Derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two- and three-dimensional modelling, and satellite geodesy.

Not offered 1982–83.

The Department

Ge 672 Physics of the Earth (F; 3)

Prerequisite: Permission of instructor

An advanced course covering the solar system, radioactive age dating, the earth's rotation, gravity, seismicity, thermal properties, geomagnetism and tectonics.

The Department

Germanic Studies

Faculty

Professor Emeritus Heinz Bluhm, A.B., Northwestern College; A.M., Ph.D., University of Wisconsin

Associate Professor Christoph Eykman, Chairman of the Department

Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

Adjunct Associate Professor W. Michael Resler, A.B., William and Mary College; A.M., Ph.D., Harvard University

Assistant Professor Gert Bruhn, A.B., University of British Columbia; A.M., Ph.D., Princeton University

Special Lecturer Valda Melngailis, A.B., A.M., Boston University; Ph.D., Harvard University

Program Description

The major in Germanic Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field.

Students majoring in Germanic Studies are required to complete a total of 12 courses within the following curriculum:

- 1) Composition and Conversation (2)
- 2) History of German Literature (2)
- 3) Four semester courses in German literature or culture (4)
- 4) Two semester courses in subjects related to German culture such as the following: Dürer and His Contemporaries (Fa 341), Adolf Hitler and the Third Reich (Hs 143), Rise of Modern Germany 1815–Present (Hs 441–442), Nietzsche—Prophet of Nihilism (Pl 421), Philosophy of Karl Jaspers (Pl 431), German Existentialism (Pl 458), Marx and Weber: The Origins of Society (Pl 509). Other courses of this nature can be taken subject to the approval of the department. (2)
- 5) Two electives either in German literature (in German or in English translation), or in a second foreign language. (2)

Subject to departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

Course Offerings

Gm 001–002 German A (Elementary) (F, S; 3, 3)

The fundamentals of German grammar and vocabulary. Practice

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in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition.

The Department

Gm 003–004 German R (Elementary Reading German) (F, S; 3, 3)

An introduction to German designed to develop reading and translating skills: recognition of grammatical patterns, passive vocabulary building, and German syntax. This is a course geared to students who wish to achieve a reading proficiency either in the Humanities or the Sciences.

Not offered 1982–83

The Department

Gm 005–006 German M (Elementary Business) (F, S; 3, 3)

This course is especially designed for SOM students who want to enrich their program by acquiring the basic skills of reading, writing (correspondence), speaking, and listening-comprehension in German in areas such as International Business, Marketing, Finance (incl. Banking), Operations Management, and other relevant fields.

No previous German is required.

Christoph Eykman

Gm 050–051 Intermediate German (F, S; 3, 3)

Prerequisite: Gm 001–002, or its equivalent

Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition.

The Department

Gm 175–176 Highlights of German Culture (F, S; 3, 3)

Prerequisite: Gm 050–051, or its equivalent

The cultural and artistic achievements of German-speaking Europe from the Middle Ages to the present. Their relation to the major trends and movements in German literature.

Not offered 1982–83

Valda Melngailis

Gm 199 Intensive Reading Course in German (F; 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.

The Department

Gm 201–202 German Composition and Conversation (F, S; 3, 3)

Prerequisite: Gm 050–051, or its equivalent

This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course work also includes review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykman

Gm 210–211 History of German Literature (F, S; 3, 3)

Prerequisite: Gm 050–051 (with an honor grade), or its equivalent. An introduction to the study of German literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements.

A required course for German majors.

Valda Melngailis

Gm 220 Goethe and Schiller (F; 3)

A study of selected dramas and lyrics of Goethe and Schiller. The development on the part of both poets from early Storm and Stress to the later Classicism will be systematically traced. Throughout the course, the literature will be linked to the larger cultural context of its age, with particular attention to the philosophical (Herder, Kant, Hegel) and musical (Mozart, Beethoven) heritage of Germany in the eighteenth and early nineteenth centuries. Lectures and readings are in German. Discussions, paper and exams are in English or German.

Michael Resler

Gm 239 German Literature of the High Middle Ages (S; 3)

A study of the masterpieces of the first great blossoming in German literature. Central to the works of this age (all to be read in English translation) are (1) the rise of knighthood and (2) the

spreading to Germany of the legend of King Arthur and the knights of the Round Table. In addition, older Germanic-heroic influences can still be detected in some of the works. The literature will be discussed in the larger context of its sociological and historical background (paganism vs. Christianity, the Crusades, conflict with the papacy, etc.). The literary traditions of France and England will be systematically linked to contemporary developments in Germany.

Conducted in English

Michael Resler

Gm 242 Germany, East and West: The Contemporary Scene (F; 3)

A multi-dimensional look at post-war Germany, East and West. Politics, social structure, music, art, literature, philosophy, the crisis and reform of the West German university system, the young generation, Americanization, and other topics.

Conducted in English.

Christoph Eykman

Gm 271 Thomas Mann (S; 3)

A study of Mann's craft of fiction and his contribution to the modern German novel. Topics to be discussed: art, politics, and the daemonic; romanticism and realism; decadence and progress; Germany as a theme in Mann's novels and essays; the influence of Goethe, Wagner, and Nietzsche. Readings include: Tonio Kröger, *Der Tod in Venedig*, *Der Zauberberg*, and *Doktor Faustus*.

Gert Bruhn

Gm 280 Goethe's Faust I (F; 3)

An interpretation of the First Part of Goethe's Faust, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Storm and Stress and Classicism: Herder, Kant, Nietzsche, Mozart, Beethoven, Schubert. Faust seen in the larger context of Goethe's general view of life.

Conducted in English

Heinz Bluhm

Gm 281 Goethe's Faust II (S; 3)

An interpretation of the Second Part of Goethe's Faust, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Classicism and Romanticism: Kant, Hegel, Nietzsche, Beethoven, Schumann. Faust seen in the larger context of Goethe's general view of life.

Conducted in English

Heinz Bluhm

Gm 299 Reading and Research

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairperson.

By arrangement

The Department

History

Faculty

Professor Andrew Buni, A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Professor William M. Daly, A.B., A.M., Boston College; Ph.D., Brown University

Professor John L. Heineman, A.B., University of Notre Dame; Ph.D., Cornell University

Professor Janet W. James, A.B., Smith; A.M., Bryn Mawr; Ph.D., Harvard

Professor Raymond T. McNally, A.B., Fordham University; Ph.D., Free University of Berlin

Professor Samuel J. Miller, B.S., A.M., Ohio State University; Ph.D., Brown University

Professor Thomas H. O'Connor, A.B., A.M., Boston College; Ph.D., Boston University

Professor John R. Willis, S.J., A.B., Amherst College; B.D., Hartford Seminary; Ph.D., Yale University

Professor Silas H. L. Wu, A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Associate Professor Paul Breines, A.B., A.M., Ph.D., University of Wisconsin

Associate Professor Joseph T. Criscenti, A.B., University of Detroit; A.M., Ph.D., Harvard University

Associate Professor Radu R. Florescu, A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Associate Professor Mark I. Gelfand, A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Associate Professor R. Alan Lawson, A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Associate Professor Roberta Manning, A.B., Rice College; A.M., Ph.D., Columbia University

Associate Professor Rev. Francis J. Murphy, A.B., Holy Cross; A.M., Ph.D., Catholic University

Professor David A. Northrup, Assistant Chairman of the Department
B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Associate Professor Thomas W. Perry, A.B., A.M., Ph.D., Harvard University

Associate Professor Carol M. Petillo, A.B., Montclair State College; A.M., Ph.D., Rutgers University

Associate Professor Alan Reinerman, B.S., A.M., Xavier University; Ph.D., Loyola University

Associate Professor Alan Rogers, Chairman of the Department
A.B., M.A., Ph.D., University of California, Santa Barbara

Associate Professor John H. Rosser, A.B., University of Maryland; A.M., Ph.D., Rutgers University

Associate Professor Paul G. Spagnoli, A.B., Holy Cross; A.M., Ph.D., Harvard University

Associate Professor L. Scott Van Doren, A.B., Oberlin College; A.M., Ph.D., Harvard University

Associate Professor Peter H. Weiler, A.B., Stanford University; A.M., Ph.D., Harvard University

Assistant Professor Benjamin Braude, A.B., A.M., Ph.D., Harvard University

Assistant Professor Ellen G. Friedman, A.B., New York University; Ph.D., City University

Assistant Professor Joseph A. Glavin, S.J., A.B., A.M., Boston College; S.T.B., Weston College

Assistant Professor Thomas J. Grey, S.J., A.B., A.M., Boston College; A.M., Georgetown University; S.T.L., Weston College

Assistant Professor Sandra R. Joshel, A.B., Skidmore College; A.M., Ph.D., Rutgers University

Assistant Professor Leonard P. Mahoney, S.J., A.B., A.M., Boston College; A.M., Ph.D., S.T.L., Weston College; Ph.D., Georgetown University

Assistant Professor Kevin O'Neill, A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Assistant Professor Judith E. Smith, B.A., Radcliffe College; M.A., Ph.D., Brown University

Program Description

The Department of History offers the undergraduate student a variety of courses in Ancient, Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Middle East, and African History. Careful planning, with the advice of faculty members, can provide the student with a sequence of courses which will prepare him or her for the fields of law, government, and the foreign service, and

for a career in various international organizations, in journalism, or in teaching at the elementary, secondary, or college levels.

A history major is required to take a two-semester sequence in European Civilization since the Renaissance (selection from any course Hs 001–002 through Hs 093–94), and a two-semester sequence in American Civilization (Hs 181–182). Students planning to concentrate in history are encouraged to take European Civilization in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the departmental qualifying examinations, offered annually in the fall, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above the history major will be required to complete 8 courses in upper division electives in history, including at least 2 courses in some field of history either before 1500 or Non-Western. Upper division courses are listed in two categories: intermediate (Hs 150 through Hs 299) and advanced (Hs 300 through 699).

In order to assure a well-balanced program, no more than 4 upper division courses may be earned in any single field. For this purpose the fields are identified as: Ancient, Medieval, Modern Europe, East European and Russian, United States, Latin America, and the Third World.

Within the general context described above, a history major may choose to pursue a specialized program in Irish Studies. The program offers a junior year in Irish Studies at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad office or see Professors Dalsimer and O'Neill of the English and History Departments.

In order to facilitate the introduction of research techniques the department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the departmental chairperson. No more than 2 courses completed in this fashion will count toward the history major degree.

Core

The University CORE Requirement is a two-semester sequence in Modern European History (1500 to the present). All History courses numbered between Hs 001–002 and 093–094 fulfill this requirement. All of these courses have distinctive emphases, reflecting the interests and expertise of the instructors, and wherever possible they have been given specific titles which describe these emphases. Nevertheless, with the exception of Hs 091–092 (which is described below), all courses cover the following topics.

First Semester: The Renaissance, the Reformation, and the Counter-Reformation; exploration and overseas trade; the social structure of early modern Europe; the development of the bureaucratic state; international relations and warfare; the scientific revolution and the Enlightenment; the development of capitalism and the origins of the Industrial Revolution; the revolutions in seventeenth-century England and eighteenth-century France.

Second Semester: Napoleon; the Congress of Vienna; nineteenth-century conservative and liberal political theories; nationalism, the unification of Italy, and German unification; Marx and Darwin and their influences on modern thought; the development of modern industry; imperialism and colonialism; international relations, World War I, and the Russian Revolution; Fascism and the Depression; World War II; postwar Europe.

Hs 083 and 084 cover these topics in reversed sequence and are intended primarily for students who need to begin or complete their history CORE requirement out of turn.

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Course Offerings

Specific CORE Courses Are:

Hs 001–002	Cul and Inst Hs of Mod Europe	(F, S; 3, 3)	Dept/Heineman
Hs 005–006	Soc and Econ Development of Mod Europe	(F, S; 3, 3)	Van Doren/Spagnoli
Hs 009–010	Honors Survey European History	(F, S; 3, 3)	Miller
Hs 011–012	Pol and Soc Hs Mod Europe	(F, S; 3, 3)	Dept/McNally
Hs 015–016	Cul Hs Mod Europe	(F, S; 3, 3)	Murphy
Hs 019–020	Pol and Int Hs Mod Europe	(F, S; 3, 3)	Joshel/O'Neill
Hs 023–024	Soc and Cul Hs Mod Europe	(F, S; 3, 3)	Weiler/Breines
Hs 027–028	Pol and Cul Hs Mod Europe	(F, S; 3, 3)	Reinerman/Dept
Hs 039–040	Foundation of the Mod State	(F, S; 3, 3)	Miller/Dept
Hs 045–046	European Soc and Pol Evolution	(F, S; 3, 3)	Friedman/Dept
Hs 051–052	The West and the World	(F, S; 3, 3)	Rogers/Northrup
Hs 059–060	The Rise of Europe: East and West since 1500	(F, S; 3, 3)	Rosser/Braude
Hs 081	Modern Europe, 1500–1789	(F; 3)	The Department
Hs 082	Modern Europe, 1789–Present	(S; 3)	The Department
Hs 083	Europe from 1789 to the Present	(F; 3)	The Department
Hs 084	Europe from 1500 to 1789	(S; 3)	The Department
Hs 087–088	Europe from 1500 to the Present	(F, S; 3, 3)	
This class fulfills the history core requirement; it is given in the French language. The course will meet all the requirements and cover the same topics as our other history core courses but all the lectures, readings and assignments will be in the French language. Students may enroll in this course only with the permission of the Romance Languages Department. Radu Florescu			
Hs 091–092	Western Civilization	(F, S; 3, 3)	
This two-semester sequence presents a broader survey of Western Civilization for those students interested in a study of European history from the birth of Christianity to the present. Students who begin this sequence may not transfer into any other course for the second semester; similarly, students who have begun their core in one of the Europe since 1500 courses may not transfer into Western Civilization during the second semester. Joseph Glavin, S.J.			

Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the University Core (Hs 001–002 through Hs 098–099). Most of the following electives, though taught as year courses, may be taken for one semester only. Students should consult the department or the individual professor for advice.

Hs 106 Conspiracy in American History (S; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
An analysis of a number of famous incidents at critical periods of American History, which have been described by various historians as the results of deliberate plots or conscious conspiracies. Such incidents would include: Sam Adams and the Boston Tea Party; Aaron Burr and the Western Conspiracy; James K. Polk and the Mexican War; Abraham Lincoln and the attack on Fort Sumter; Theodore Roosevelt and the assault on Manila Bay; Franklin

Delano Roosevelt and the Japanese attack on Pearl Harbor; the assassination of John F. Kennedy; and Lyndon B. Johnson and the Vietnam War. Thomas O'Connor

Hs 115 A Cultural History of the Irish People (F; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of the last four centuries of Irish History and civilization, designed for students who want to explore the economic, social, and literary evolution of modern Ireland. Kevin O'Neill

Hs 129 History of Boston (F; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of Boston from the 1820's to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded. Andrew Buni

Hs 136 Myth and Superstition (S; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
This course will study the impact of the non-rational beliefs upon men and events of each period and examine their causes down to the present. Stress will be placed upon the lives and role of the more famous astrologists, oracles, chimorancers, sorcerers, and alchemists. The causes of manifestations such as witchcraft, vampirism and lycanthropy will be examined. A portion of this course will be devoted to folkloric beliefs and their historical relevance. The literary interpretations of such myths will also be included. Radu R. Florescu

Hs 138 China Today (S; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
An historical examination of contemporary China, including such topics as the reign of Chairman Mao, the cultural revolution and the trial of the Gang of Four. Silas Wu

Hs 147 History of Horror (F; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
An historical review of the phenomena of horror using film and literature. Raymond T. McNally

Hs 153 History of China (F; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of the major events that shaped the development of modern China. Silas Wu

Hs 154 History of Japan (S; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of the major events that shaped the development of modern Japan. Silas Wu

Hs 155 (Cl 209) History of the Roman Republic (F; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
The course traces the social and political development of the Roman Republic from its foundation to the destruction in the civil wars of the first century B.C. and will focus on the period 264–23 B.C. Consideration of the following topics is included in this survey: the acquisition of an empire, the nature of Roman imperialism, and the social and political description of the first century B.C. Sandra Joshel

Hs 158 (Cl 235) History of the Roman Empire (S; 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
The course traces the development of imperial power from the foundation of the Principate to the fall of Rome. Emphasis will be placed on the social, cultural, and political dynamics of the first two centuries A.D. Sandra Joshel

Hs 181–182 American Civilization (F, S; 3, 3)
Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is

founded. Consideration will be given to continuity, change, and conflict in American Society.
The Department

Hs 207 (Th 152) Islamic Civilization in the Middle East (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Islam has been a dominant element in the Middle East since Muhammad first preached in Mecca at the beginning of the seventh century. Muhammad was both prophet and statesman and the impact of this joint mission has been felt through the centuries down to the Ayatollah Khomeini in our own day. What have been the major achievements of this religio-centric culture at the strategic cross-roads of Asia, Africa, and Europe? This course seeks to answer these and other related questions as it explores the relation of Islam to the religions of late antiquity, the religious system of Islam, political and military trends, social and economic tensions, and movements for reform and religious revival.
Benjamin Braude

Hs 208 Middle East in the Twentieth Century (S; 3)

Prerequisites: Any two semester of Hs 001 through Hs 098.
Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe. This course should help you understand the origins of the disputes which have arisen in the region and gain a sense of how recent history may affect future developments.
Benjamin Braude

Hs 212 Introduction to Archaeology (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
This course introduces the goals and techniques of archaeological investigation. Topics include the history of archaeology as a scholarly discipline, excavation techniques, chronometric dating, the present international crisis of site destruction, and the uses of computers and quantitative methods. Two sites will be studied in detail: the Green Hill site (about 8000 years old) in the Boston area and The Castle of the Forty Columns (Crusader, 12th century) in Paphos, Cyprus.
John Rosser

Hs 221–222 France in the Nineteenth and Twentieth Centuries (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Beginning with the Revolution, the first semester will go on to trace its liquidation by Napoleon and its legacy in the political and social movements of the nineteenth century. The story of French economic development will be interwoven with the turbulent political and social history of the succeeding monarchies, empires, and republics, and the intervening revolutions of 1830, 1848, and 1870–71. The semester will conclude with an examination of French society at the turn of the twentieth century. In the spring semester the focus of the course will center upon twentieth-century France's changing perception of her own national requirements, both domestically and diplomatically. The profound impact of World War I, the disarray of the interwar years, the impact of the Fall of France, Vichy, and the Liberation will prepare the way for the study of contemporary France from De Gaulle to Mitterand, from declining world power to dynamic European Community member.
Rev. Francis Murphy
Paul Spagnoli

Hs 245 Jacksonian America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A study of the development of new political ideologies, changing economic and social patterns during the 1830's and 1840's, with special emphasis upon New England and the northeast.
Thomas H. O'Connor

Hs 248 The American Civil War (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A study of the crisis of the Union, from the close of the Mexican War to the end of the Civil War and the beginnings of Reconstruction. Special attention will be given to the varied causes which brought war about, and to the political and diplomatic

considerations which influenced the course of the Civil War.
Thomas H. O'Connor

Hs 251–252 Twentieth Century America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An in-depth study of the major political, economic, and social developments which characterized the history of the United States from the opening of the twentieth century to the present time.
Thomas J. Grey, S.J.

Hs 256 American Constitutional Development (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An historical analysis of the formation, organization and major decisions of the United States Supreme Court from 1788–1977, with emphasis upon the Court's relationship to social change.
Alan Rogers

Hs 258 Religion in America (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The background and basic beliefs of the major Protestant denominations, and the rise of the Catholic Church in the U.S.A., Judaism and Eastern Orthodoxy. Outside speakers are invited to discuss their specialties (e.g. Mormons, Christian Scientists, Adventists, Jehovah's Witnesses, Pentecostals).
John Willis, S.J.

Hs 259 Business in American Life (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An examination of the interplay between business ideas and practices and American society and politics. This is not an economic history course, but a study of how the entrepreneurial spirit has helped shape the contours of modern America. Among the topics to be covered are the continuing tension between the profit motive and the sense of commonweal, the rise of corporate structure and corporate power, and the role of government.
Mark Gelfand

Hs 264 Anti-Semitism in Modern Europe (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The course will historically investigate the emergence and unfolding of anti-Jewish ideas and movements from the late 18th century to the present in Europe. It will examine the shifting social situations of Jews as well as the larger social changes in Europe to which anti-Semitism was in part a response. Relations between political, religious, and racial forms of anti-Semitism will be studied, as will some of the variety of Jewish responses. The course will also look at several historical and psychological theories of anti-Semitism, its origins, and enduring influences.
Paul Breines

Hs 267 Society and Health Care in America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The American experience with disease, epidemic and endemic, from the arrival of Europeans to the present; development of the medical and nursing professions; medicine without doctors: self-help, quackery, and faith healing; city life, poverty, and public health; the growth of medical research and technology; health insurance and health maintenance organizations.
Janet W. James

Hs 269–270 European Christian Thought (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A two semester survey of the development of Christian Thought, with special emphasis on such major figures as Origen, Augustine, Aquinas, Occam, Luther, Calvin, Edwards, Schleiermacher, the Niebuhrs, C. S. Lewis.
John Willis, S.J.

Hs 273 USSR After Brezhnev: Prospects and Problems (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Soon the USSR will be experiencing a major change in its governing personnel as the Brezhnev generation of leaders who first came to the political fore in the late 1930s pass away. What kinds of people are likely to succeed Brezhnev in high office? How are they likely to relate to one another and the outside world? What sorts of political problems and policy decisions await them? We will attempt to answer these and other questions by reviewing the achievements and shortcomings of the Brezhnev era and examining current Soviet policy debates in a number of key areas, like foreign policy and disarmament, relations to third world revolution, energy policies, environmental politics, the woman question, the impact of the high tech revolution (and its impli-

cations for the Soviet economic system), the decline of dissent and its causes, cultural policies in the eighties, the lingering problems of agriculture, growing up in the USSR, national minorities, the role of Soviet trade unions (or is a Polish style crisis likely) and the issue of centralization or decentralization in the political and economic spheres. Students should feel free to suggest other topics and attempt to shape this course to suit their interests and needs. Readings will consist of scholarly monographs and articles and excerpts from the Soviet press in translation. Students will be required to write a 15 to 20 page paper analyzing current Soviet policy debates in an area of particular interest to them (placing these debates in their proper historical context) and to lead a class discussion on the topic selected.

Roberta Manning

Hs 277 Contemporary Europe (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098

This course will examine the "New Europe" which has emerged from the ruins of World War II. Special emphasis will be placed on the vision of Europe developed in the Resistance, the impact of the Cold War, the economic recovery, and the building of the Common Market, decolonization, the new prosperity, Eurocommunism and the relations of Europe with the non-European world.

Rev. Francis Murphy

Hs 283-284 Afro-American History (F, 3; S, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the experiences of the blacks in America, this two-semester survey will begin with an examination of slavery in Africa and in the first semester continue through the Civil War. The second semester will investigate the development of Afro-American culture and the role of blacks from the Civil War to the present day. This course is designed primarily for non-majors.

To Be Announced

Hs 297 Women in Russian History and Culture (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the history of women in Russia from the ancient warrior maidens to the present day, concentrating heavily on the revolutionary movement and the Soviet period. An attempt will be made to assess the impact of social-economic structures, folkloric traditions, political ideology, religion, family organization, peasant value-systems, and literary trends on the evolving position of women.

No prior knowledge of Russian history or culture is assumed.

Roberta T. Manning

Hs 299 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Chairperson.

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairperson. Lists of faculty members available for such courses can be obtained from the department at the start of every semester. The Department

Advanced Electives

Hs 301 Modern China (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

China's social, political, and economic institutions and Western impact during the Ch'ing period (1644-1911).

Silas Wu

Hs 311 The Atlantic Slave Trade (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

From the sixteenth century to the mid-nineteenth the trade in slaves across the Atlantic Ocean linked European commercial capitalism with the New World demand for plantation labor and the African demand for foreign goods. This course examines the origins, evolution, and suppression of this nefarious trade as well as its economic, social, and moral effects. European, African and American aspects of the trade are all considered.

David Northrup

Hs 314 Modern Southern Africa (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Conflicts between Africans and European settlers in southern Africa have deep historical roots. Beginning with the first encounters between European and African societies, the course examines the expansion of European dominance, the politics and

economics of racial inequality, and the resulting African protest movements and guerrilla warfare. The course covers South Africa, Angola, Mozambique, and Zimbabwe with an emphasis on the nineteenth and twentieth centuries.

David Northrup

Hs 315 Christians and Jews under Islam: Nation-Building and Religion in the Middle East (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098, plus any two semesters of Middle Eastern History

Over the past centuries nationalism has seemed to replace religious notions of community in the Middle East. In some instances religion is used to promote loyalty to the nation while in others it seems at war with it. How have the past experiences of Christians and Jews living under Islam affected their response to this transformation? Related topics include: tolerance and intolerance in Islam, Ottoman policies toward non-Muslims, confessionalism in Lebanon and minorities in the Arab world.

Benjamin Braude

Hs 320 Epidemic Disease in Early Modern Europe (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will deal with the appearance, spread, and impact of epidemics—and especially of plague—in early modern Europe. We shall consider the effects of epidemics on the economy, demography, social relationships, popular attitudes, religion, and institutions of the period. We shall also study the way in which civil and ecclesiastical authorities attempted to cope with these health emergencies and medical and popular interpretations of epidemics.

Ellen Friedman

Hs 326 History of Modern Iran (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An analysis of the trends and transformations in the political, social and cultural history of Iran from the mid-nineteenth century to the present. Major topics to be covered include the changing relations between Iran and the Western powers, the Constitutional Revolution of 1905-1911, the transition from the Qajars to the Pahlavi dynasty, Iran's experience as a modernizing state, and the cultural roots and the social-structural causes of the 1978-1979 revolution.

Ali Banuazizi

Hs 337 The Late Roman Empire (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This is the first of a two-semester course on the Roman Empire from 284-1453.

The first semester covers the following topics: the reforms of Diocletian, the Germanic invasions, the expansion of Islam, the reign of Justinian and Theodora, the rise and function of the holy man, and the theological controversies of the 4th and 5th centuries. One central theme is explored, namely the transformation of the Roman Empire into a Christian state with its capital transferred from Rome to Constantinople.

John Rosser

Hs 338 The Byzantine Empire (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The "Byzantine Empire" is how many modern scholars refer to the medieval Roman Empire from about 660 to the fall of Constantinople to the Ottoman Turks in 1453. This semester is a continuation of Hs 337 and deals with a Roman Empire shorn of its western provinces and Greek in its language. The central theme of the course is the growing separation of East and West, due in part to the issue of papal primacy and to the invasions of Slavs and Muslims. This set the stage for the tragic confrontation during the Crusades when in 1204 Latin knights conquered Constantinople, an event which so weakened the Roman Empire and so poisoned East-West relations as to make the subsequent Turkish expansion relatively easy.

John Rosser

Hs 367 (Rl 367) Spanish History: From the Reconquest through the Golden Age (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will deal with the period from the reconquest of the Iberian peninsula from the Muslims through the seventeenth century, from the "open" and diverse society that was unique to Spain in the middle ages, to the "closed" society of the seventeenth century. Emphasis will be placed on the social, economic, and political patterns that emerged from the reconquest and the problem of why and how many of these patterns were altered

during the subsequent period, the age of Spain's greatness. Among topics to be studied are: the free society of the medieval moving frontier; the changing role and position of Spain's religious and racial minorities, the Jews and Muslims; the Inquisition; Spain's emergence as a world power and its effect on the nation's society and economy; the church and religious life; criminals, social outcasts, the poor, etc. Because the literature of the period frequently mirrored contemporary society, when available and appropriate it will be utilized as source material. *Ellen G. Friedman*

Hs 368 (RI 368) Modern Spain: From the Eighteenth Century to the Present (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
This course will deal with Spanish history from the eighteenth century, through the Franco dictatorship, and up to the new democratic system of the present day. The emphasis will be on the emergence of "two Spains"—the old, traditional Spain, opposed to change, and the "new Spain," that first seeks moderate change on a European model, but later turns to radicalism—and the conflict between them. We will examine various movements on the right and the left, including, but not limited to, liberalism, socialism, anarchism, Carlism, and falangism, as well as phenomena such as regionalism, anti-clericalism, and working-class unrest. *Ellen Friedman*

Hs 408 Europe in the 18th Century (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A study of the major political trends of the 18th century, with particular emphasis on the traditional monarchy of France, Enlightened Despotism, and the intellectual currents of the Enlightenment. *Samuel Miller*

Hs 417 (En 500) Politics and Literature of Irish Independence 1845–1922 (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
This course will examine the interaction of politics and literature during the crucial stages of the movement for Irish Independence. It will pay particular attention to the development of political and literary attitudes and the relationships between such attitudes and objective historical reality. It will draw upon literary and historical readings and lectures in an attempt to integrate the two disciplines and achieve a more sophisticated understanding of Irish culture.

This course is taught jointly and cross-registered with the English Department. *Adele Dalsimer
Kevin O'Neill*

Hs 421–422 Modern England (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, and intellectual developments. *Thomas W. Perry*

Hs 425 (En 361) The Victorian World (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
By combining readings in history and Victorian novels, this course aims at building a picture of the dramatic changes in social organization and social attitudes that accompanied the process of urbanization and industrialization in 19th century England. We will focus especially on the complex and changing mixture of stresses that defined Victorian attitudes to social class, poverty, work, and the relations between men and women, comparing our own understanding of these changes with the Victorians' vision of them. Readings will include social history and novels by Austen, Bronte, Dickens, Gaskell, Trollope.

*Rosemarie Bodenheimer
Peter Weiler*

Hs 430 History of Portugal (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Principal developments in the history of Portugal, including how to win and lose two empires. One semester. *Samuel Miller*

Hs 433 Europe 1871–1914 (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Surveys the development of Europe during the long period of peace, prosperity, and world domination that was terminated by

World War I. Particular stress will be placed upon: 1) the triumph of liberalism, and the challenges it faced from new ideologies such as socialism and proto-fascism; 2) the diplomacy of the great powers, examined with a particular view to explaining both the long peace that marked this era, and its abrupt ending in 1914; 3) the spread of European world domination; 4) the transformation of European culture and society that followed from the industrial and scientific progress of the age. *Alan Reinerman*

Hs 441–442 Rise of Modern Germany 1815–1945 (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A two-semester survey of the political, cultural, economic, and intellectual factors which formed modern Germany. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship.

John L. Heineman

Hs 448 Eastern Europe in the 20th Century (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A study of the political experience of the small nations of Eastern Europe (Rumania, Poland, Czechoslovakia, Hungary, Bulgaria and Greece) in the light of the conflict of interest among the Great Powers. The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War II. *Radu Florescu*

Hs 453 Russian History Up to the Revolution (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history. *Raymond T. McNally*

Hs 465–466 Modern European Diplomatic History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
This two-semester course examines the international relations between the major European Powers from the establishment of the Concert of Europe in 1814 to the adoption of the diplomatic policy of detente in the Cold War. Special emphasis is given to the development of international law through treaties.

Leonard Mahoney, S.J.

Hs 468 Russian Intellectual History (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Students interested in a general course in modern Russian history should consider Hs 453–454.

An analysis of the major ideas of the Russian intelligentsia from the late 18th Century to the middle of the 20th Century, or in other words from Radishchev to Solzhenitsyn. An attempt will be made to inter-relate these ideas with concrete social issues of the times. *Raymond T. McNally*

Hs 469–470 Intellectual History of Modern Europe (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
This one-semester course examines the cultural crises and transformations in western Europe from the close of the 19th century to the present day. Three broad focal points will be pursued: 1) the social sources of cultural change—urbanization; new technologies; emergence of mass culture and mass movements; war and revolution; 2) the changing situations of intellectuals; and 3) the philosophical, aesthetic, and social theories that emerged from these experiences. Regarding the ideas themselves, emphasis will be placed on the range of assaults on 19th century currents and values—liberalism, rationalism, realism, individualism—and the range of efforts to constitute new values and orientations. Lectures will be balanced by intensive discussions. The assigned readings are demanding and rewarding. *Paul Breines*

Hs 481 The Rise of Nationalism in Europe (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A study of national sentiments and nationalism at the end of the 19th century. Particular attention will be placed on the crucial irredentist problem (Alsace-Lorraine), the Catalan problem,

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LINGUISTICS

Schleswig-Holstein, Transylvania, and Bessarabia, and their role in intensifying national tensions on the eve of World War I.

Radu Florescu

Hs 505–506 Westward Movement (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The conquest of the American land mass and the influence of geography on the development of American society.

Joseph T. Criscenti

Hs 520 Topics in the History of Boston (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Various topics in the development of the modern city of Boston, 1880 to the present.

Andrew Buni

Hs 537 U.S. since 1929 (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of major political, social, and economic developments which characterized the history of the United States since 1929.

Mark Gelfand

Hs 541–542 American Social and Cultural History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The development of society in America from the Indian cultures encountered by the first Europeans up to 1860, and from 1860 into the twentieth century. The major topics are immigration; economic change and the development of American technology; the interaction of ethnic groups; religious diversity; social problems and reform movements; women, youth, and the family; and popular culture, including entertainment and the arts.

Janet W. James

Hs 545–546 American Ideas and Institutions (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

R. Alan Lawson

Hs 565–566 Urbanization of America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An analysis of the processes of urban growth and development including the social, political and economic impact of urbanization on the people who lived in cities.

To be announced

Hs 567 American Immigration 1880–1928 (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An analysis of the people and the politics of the new Eastern European Migration, the melting pot, nativism and exclusion.

Andrew Buni

Hs 571–572 American Foreign Relations in the Twentieth Century (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

U.S. foreign policy has been the result of domestic influences as well as a response to international realities. In both semesters, this course will focus on the ways home grown interests helped to shape the U.S. participation in world affairs. (Fall: 1890–1945; Spring: 1945–present). Topics will include studies of leadership, power, and tradition, as well as the wars, treaties, and economic influences more commonly examined in courses of this nature.

Carol Petillo

Hs 591 Colonial Period in Latin America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will begin with an anthropological study of Indian cultures in the New World on the eve of discovery and the adjustment of the Indian to the white man, the white man to the Indian, and then shift to an examination of Spanish and Portuguese political, economic, and religious institutions transferred to the New World, their fate here, and their impact on the formation of a Latin American civilization. Some reading will be done in famous contemporary accounts, but the emphasis will be placed on relatively recent scholarly monographs. A knowl-

edge of Spanish or Portuguese is desirable, but not required.

Joseph T. Criscenti

Hs 592 Argentina, Brazil, and Chile (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The emergence of Argentina, Brazil, and Chile as great powers in South America. The lectures will stress political and economic developments, and will seek to develop in the student an appreciation for Latin American culture. Numerous illustrations will be based on contemporary developments in Latin America. Some attention will also be given to new and old interpretations, either Latin American or American. Social and intellectual history will be touched upon in the readings. A knowledge of Spanish or Portuguese is desirable, but not required.

Joseph T. Criscenti

Undergraduate seminars are normally restricted to juniors and seniors who have completed the appropriate course work. Each seminar will focus on a particular topic. Students will be required to write a research paper.

Enrollment in these seminars is limited and admission is by the permission of the instructor.

Hs 606 Age of Jackson (S; 3)

Thomas O'Connor

Hs 618 Nineteenth-Century Ireland: The Human Crisis (S; 3)

Kevin O'Neill

Hs 632 Roman Slavery (S; 3)

Sandra Joshel

Hs 633 European Imperialism in Africa (F; 3)

David Northrup

Hs 639 Germany after 1945 (F; 3)

John Heineman

Hs 645 America between the Wars (F; 3)

Alan Lawson

Hs 691–692 Honors Project (F, S; 3, 3)

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Department Chairperson no later than May 1st. All proposals for honors projects must be approved by the departmental honors committee.

The Department

Hs 694 Honors Thesis (S; 3)

Students who have the approval of the department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (Hs 691–692).

The Department

Hs 695–696 Scholar of the College Project (F, S; 6, 3)

Proposals for possible designation as scholar's projects should be submitted to the Chairperson early in the spring. Details of dates and required materials are available either from the Chairperson's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chairperson and the departmental honors committee.

The Department

Hs 698 Scholar of the College Thesis (S; 3)

Students who are enrolled in an approved Scholar of the College Project (Hs 695–696) will carry this course as the credit vehicle for the final thesis submitted to the department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

Linguistics

The description of the major program in General Linguistics appears under the Department of Slavic and Eastern Languages.

Mathematics

Faculty

Professor Gerald G. Bilodeau, A.B., University of Maine; A.M., Ph.D., Harvard University

Professor John H. Smith, A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Professor Joseph A. Sullivan, A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

Associate Professor Robert J. Bond, A.B., Boston College; Ph.D., Brown University

Associate Professor Rose Ring Carroll, A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University

Associate Professor Richard L. Faber, B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Associate Professor Margaret J. Kenney, B.S., M.A. Boston College; Ph.D., Boston University

Associate Professor Charles Landraitis, A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Associate Professor Harvey R. Margolis, M.S., Ph.D., University of Chicago

Associate Professor John P. Shanahan, B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Associate Professor Paul R. Thie, Chairman of the Department B.S., Canisius College; Ph.D., University of Notre Dame

Assistant Professor Paul T. Banks, A.B., A.M., Boston College

Assistant Professor Richard A. Jenson, A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

Assistant Professor William J. Keane, A.B., Boston College; M.S., Ph.D., University of Notre Dame

Assistant Professor Gerard E. Keough, A.B., Boston College; Ph.D., Indiana University

Assistant Professor Joseph F. Krebs, A.B., A.M., Boston College

Assistant Professor Archille J. Laferriere, A.B., A.M., Boston College

Assistant Professor Robert J. LeBlanc, A.B., A.M., Boston College

Assistant Professor Nancy E. Rallis, A.B., Vassar College; M.A., Ph.D., Indiana University

Assistant Professor Stephen J. Ricci, B.S., University of Notre Dame; A.M., Ph.D., University of Michigan

Assistant Professor Ned I. Rosen, B.S., Tufts University; M.A., Ph.D., University of Michigan

Assistant Professor Daniel C. Sloughter, B.S., Gonzaga University; M.A., Ph.D., Dartmouth College

Program Description

The mathematics curriculum is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in mathematics as well as for graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

The following mathematics courses (or their equivalent) are required: Mt 102–103, an introduction to calculus; Mt 060–061, an introduction to computer programming in BASIC; Mt 202–203, a course in multivariable calculus; Mt 216–217, an introduction to linear algebra; and Mt 302–303, special topics in advanced calculus. Mt 102–103 and Mt 060–061 are taken in the freshman year, Mt 202–203 in the sophomore year, and Mt 302–303 in the junior year. Mt 216–217 is normally taken in the sophomore year, although students double majoring in mathematics and another field may wish to take the course in the junior year. Well-prepared students can omit some of these courses and be placed directly

into the more advanced courses upon the recommendation of the chairperson.

In addition to the above courses, two electives at the course level of 400 or above complete the minimum requirements for a student graduating as a mathematics major. (Students placing out of the introductory calculus course are required to take four additional electives.) Generally, students will take many more than this minimum. The department also strongly recommends that its majors take courses in the Department of Physics or some other area outside the Department of Mathematics which use a substantial amount of mathematics.

The department offers to qualified students the opportunity to graduate with Departmental Honors. For this a student must: (a) complete successfully Mt 212–213, Mt 312–313, Mt 316–317; (b) complete successfully at least six other courses at the level of 400 or above including at least one two-semester course from among Mt 814–815, Mt 816–817, or Mt 840–841; (c) maintain at least a B average in the 12 courses listed in (a) and (b); (d) participate in an independent reading or research project. This requirement may be fulfilled by doing extra reading or research in one of the advanced courses (level 400 or above) the student is taking, subject to the approval of the professor. The departmental Curriculum Committee, at the student's request, may waive one or more of the preceding requirements.

Course Offerings

Mt 002–003 Introduction to College Mathematics I, II (F, S; 3, 3)

These courses are intended as preparation for calculus courses. Topics generally include real numbers, linear equations, quadratic equations, coordinate geometry and trigonometry. Enrollment is restricted to students whose high school background is deficient. Permission to enroll is required.

Mt 004–005 Introduction to Finite Mathematics I, II (F, S; 3, 3)

This course sequence is for students in the humanities, social sciences, and the School of Education. The objective is to expose the student to mathematical ways of thinking and to the relation of mathematics to real world problems. Topics include elementary logic, set theory, finite probability theory, vectors and matrices, and game theory.

Mt 006–007 Ideas in Mathematics I, II (F, S; 3, 3)

This course sequence is for students in the humanities, social sciences and the School of Education. It is designed to introduce the student to the spirit of mathematics, its beauty and vitality, and to challenge him or her to do mathematics. Topics vary, but may be chosen from elementary number theory, geometry, and graph theory.

Mt 008 Computers, Man and Society (S; 3)

This course is for students in the humanities and social sciences. In this course the student will learn elementary programming using the BASIC language in the interactive mode. Through use of the language the student will be led to an appreciation of the power and versatility of the computer. Beyond learning the use of the language, stress will also be placed on the general problem solving aspects of programming. In addition several of the programming problems worked on will be used to introduce some of the societal and philosophical questions raised by the computer.

Mt 010 Pre-Calculus Mathematics (F, S; 3)

This is a one-semester course designed for students who wish to take an introductory calculus course, particularly Mt 100 or Mt 174, but who feel that their high school preparation in mathematics is inadequate. Topics include functions and graphs, exponential and logarithmic functions, and trigonometry.

Mt 014–015 Analytic Geometry and Calculus I, II (F, S; 3, 3)

This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral

includes a brief survey of methods of integration together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

Mt 060–061 Introduction to Computer Programming (F, S; 1, 2)

This course or the equivalent is required of all mathematics majors and is usually taken in the freshman year. The course provides an introduction to programming techniques and the language BASIC. In the first semester, the emphasis is on the development of programming skills and the learning of the language. In the second semester, the use of the computer in solving number theory and calculus problems is demonstrated. Topics such as simulation, curve plotting, and files are treated as time permits.

For credit purposes, completion of the two semesters is considered equivalent to the completion of a three-credit one-semester course.

Mt 090–091 Mathematics for Teachers I, II (F, S; 3, 3)

This course is intended to provide an adequate background for teaching the basic concepts covered in the K-9 mathematics curriculum. Emphasis is on content although ideas and activities to promote a better understanding of and appreciation for mathematics will be presented. Topics to be covered include the real number system, set theory and mathematical structures, functions and graphing, elements of probability and statistics.

Mt 100–101 Calculus I, II (F, S; 3–F, S; 3)

This course is primarily for students majoring in a natural science or economics and those in the premedical program. It is a course in the calculus of functions of one variable. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

Mt 102–103 Introductory Analysis I, II (F, S; 4, 4)

This course sequence is for students majoring in Mathematics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, and applications of the derivative and integral.

Mt 110 Calculus/Accelerated (F; 3)

This course is an accelerated version of Calculus I and II, Mt 100–101, and is designed for students who have had the equivalent of a one year course in calculus in secondary school. Topics include those listed for Calculus I and II and will be treated in one semester.

Mt 112–113 Introductory Analysis (Honors) I, II (F, S; 4, 4)

Enrollment in these courses is limited to students who have demonstrated an unusually high aptitude and achievement in Mathematics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, and applications of the derivative and integral.

Mt 174–175 Calculus for Management Sciences I, II (F, S; 3, 3)

This course sequence is primarily for students in the School of Management. Topics covered include the analytic geometry of algebraic, logarithmic, and exponential functions, differentiation and integration of such functions, the solution of elementary differential equations, and applications of each of these topics to business and economics.

Mt 184 Calculus for Management Sciences/Accelerated (F; 3)

This course is an accelerated version of Calculus for Management Sciences I and II, Mt 174–175, and is designed for students who have had the equivalent of a one year course in calculus in secondary school. The calculus of functions of one variable is thoroughly reviewed in one semester.

Mt 200–201 Intermediate Calculus I, II (F, S; 3–F, S; 3)

Prerequisite: Mt 100–101 or Mt 110

This course sequence is a continuation of Mt 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, and an introduction to differential equations.

Mt 202–203 Multivariable Calculus I, II (F, S; 3, 3)

Prerequisite: Mt 102–103

This course is a continuation of Mt 102–103. Topics include vector algebra and analytic geometry of three dimensions, curves and

surfaces, partial differentiation and multiple integration with applications, and an introduction to differential equations.

Mt 212–213 Multivariable Calculus (Honors) I, II (F, S; 3, 3)

Prerequisite: Mt 112–113

Enrollment in these courses is limited to those students whose work in Mt 113 has been of honors quality. Topics covered include vector valued functions including some elementary differential geometry of curves and surfaces, partial differentiation and multiple integration with applications, and an introduction to differential equations.

Mt 214 Introduction to Multivariable Calculus (F, S; 3)

The objective of this course is to introduce the student to the elements of the calculus of functions of several variables. This course is designed primarily for students of the social and managerial sciences and should be considered as an elective for those students who have had two semesters of elementary calculus, such as, Mt 014–015 and Mt 174–175. The approach will be for the most part nontheoretical with emphasis on applications that are relevant to the social and managerial sciences. Topics covered include functions of several variables, three-dimensional coordinate geometry, partial derivatives, max/min problems, Lagrange multipliers.

Mt 215 Elementary Linear Algebra (S; 3)

This course is designed to satisfy the needs of students wanting an elementary introduction to matrix theory and linear algebra. This includes students in the natural sciences, social sciences, and the School of Management. Topics include matrices, vector spaces, determinants, linear equations and applications. There are no prerequisites although some college level mathematics is desirable.

Mt 216–217 Introduction to Linear Algebra I, II (F, S; 3, 3)

This course is designed to develop the student's ability to do abstract mathematics as well as learn the basic notions of linear algebra. Topics covered include systems of linear equations, vector spaces, linear transformations, matrices, determinants, eigenvalues and inner product spaces. There will be applications to Markov chains and differential equations as time permits.

Mt 220 Introduction to Statistics (F, S; 3)

Prerequisite: High School Algebra

This is an elementary course in inferential statistics, designed for students in fields such as business, nursing and the social sciences. Topics include such descriptive measures as the mean and standard deviation of sample distributions, probability, the binomial and normal distributions, estimation hypothesis testing, correlation and regression.

Mt 290 Number Theory for Teachers (F; 3)

(Not offered in academic year 1982–83.)

Mt 291 Geometry for Teachers (S; 3)

Prerequisite: Mt 090–091

This course is intended to fill a basic need of all teachers of grades K–9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered in depth include the square and triangular geoboards, motion geometry, and their relation to the standard Euclidean geometry.

Mt 300–301 Advanced Calculus (Science Majors) I, II (F, S; 3, 3)

Prerequisite: Mt 201

This course sequence is designed for majors in Biology, Chemistry, Geology, and Physics. Topics include: sequences and series, power series solutions of differential equations, special functions, elementary partial differential equations, Fourier series. Applications are emphasized and other topics are added as time permits.

Mt 302–303 Advanced Calculus I, II (F, S; 3, 3)

Prerequisite: Mt 203 or Mt 213

The first semester is designed to develop an understanding of, and facility in working with infinite sequences and series, uniform convergence and power series. In the second semester, students will see some advanced applications of the standard topics

of analysis. Topics will include series solutions of differential equations, Fourier series, special functions and other topics as time permits.

Mt 312–313 Mathematical Analysis (Honors) I, II (F, S; 3, 3)

Prerequisite: Mt 213

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 302–303.

Mt 316–317 Introduction to Linear Algebra (Honors) I, II

(F, S; 3, 3)

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 216–217.

Mt 410 Differential Equations (F; 3)

Prerequisite: Linear Algebra and Mt 203

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general n th order equations with constant coefficients, series solutions, special functions.

Mt 414 Numerical Analysis (S; 3)

Prerequisite: Mt 201 or Mt 203

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

Mt 420 Probability and Statistics (F; 3)

Prerequisite: Mt 201, Mt 203, or Mt 214

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken Mt 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

Mt 426 Probability (F; 3)

Prerequisite: Mt 203

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

Mt 427 Mathematical Statistics (S; 3)

Prerequisite: Mt 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

Mt 430 Introduction to Number Theory (F; 3)

Prerequisite: Mt 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

Mt 435-436 Mathematical Programming I, II (F, S; 3, 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

Mt 445 Applied Combinatorics (S; 3)

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems but most of the problems in the course are from recreational mathematics.

Mt 451 Topics in Geometry (F; 3)

(Not offered in academic year 1982–83.)

Mt 460 Introduction to Structured Programming (F; 3)

Prerequisite: Mt 060–061 or permission of instructor

This course consists of an introduction to computer programming using a high-level, block-structured language. Emphasis will be placed on writing structured computer programs, via algorithm development and refinement. Examples to be programmed will include, but not be limited to, the Calculus, elementary linear algebra, and basic statistics.

Mt 461 Advanced Computer Programming Techniques (S; 3)

Prerequisite: Mt 460 or permission of instructor

This course will give students the opportunity to solve programming problems more substantial than those normally seen at the introductory level. Recursion will be covered. Elementary data structures, such as stacks, queues and lists, will be introduced and their use to write recursive programs directly will be examined. Other combinatorial structures, such as trees and directed graphs, will also be covered. In addition, students will be expected to become familiar with the various means of data entry/retrieval on the B.C. Computing system.

Mt 462 Internal Machine Structure (F; 3)

Prerequisite: Mt 460–461 or permission of instructor

Truly efficient programs may only be written provided that there is a clear understanding of how the computer itself is organized. Toward this end, the course will investigate data representation and program execution at the machine level, and develop subroutines and macros as programming structures. Other topics include assemblers, linking loaders and debuggers.

Mt 463 Algorithms: Design and Analysis (S; 3)

Prerequisites: Mt 461 or Mc 406; and Mt 462 or Mc 452

To be effective, an algorithm must be both correct and make efficient use of system resources. This course will present various approaches to algorithm design, while at the same time developing techniques for evaluating the efficiency of an algorithm and verifying its correctness. Topics to be examined include sorting, searching, parsing, and recursion.

Mt 699 Reading and Research (F, S; 3)

This course is open to a student only on the recommendation of some member of the faculty and with the approval of the Chairperson or Assistant Chairperson. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

Mt 802–803 Analysis I, II (F, S; 3, 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

Mt 814–815 Theory of Functions of a Complex Variable I, II

(F, S; 3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic func-

tions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

Mt 816–817 Modern Algebra I, II (F, S; 3, 3)

Prerequisite: An introductory course in modern or linear algebra. This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

Mt 840–841 Topology I, II (F, S; 3, 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

Mt 860 Mathematical Logic (F; 3)

(Not offered in academic year 1982–83.)

Mt 861 Foundations of Mathematics (S; 3)

(Not offered in academic year 1982–83.)

Mt 899 Reading and Research (F, S; 3)

Mt 900 Thesis Seminar (F, S; 3)

Problems of research and thesis guidance, supplemented by individual conferences.

Mt 901 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

Mt 902–903 Seminar (F, S; 0, 0)

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 900.

Music

Faculty

Associate Professor Olga Stone, Musician-in-Residence; Director of Music Programs

Mus.B., Mus.M., Mus.D., Boston University

Composer-in-Residence C. Alexander Peloquin

American Composer-Author Hugo Norden, Mus. D., University of Toronto

Program Description

Courses in Music are designed to provide the undergraduate with an intellectual understanding of Western Music as a science and an art. There are courses in history, theory, and piano performance. Most courses in Music History include examination of the major forms and styles within a specific period with pertinent musical examples.

Courses in Music Theory are of interest to students who have played a musical instrument. Orchestration, the study of the instruments of the orchestra, is of particular value for students who wish to arrange music. The study of the piano, the foundation of all music studies, provides a variety of benefits for students who wish to learn to perform music, to learn coordination, rhythm, and style firsthand. It affords the opportunity for those students who have studied the instrument since childhood to continue with advanced work.

Courses specializing in specific periods in history such as Baroque, Classical, Romantic, and Contemporary, piano perform-

ance as well as the theoretical courses, are identical with courses which elsewhere comprise requirements for the Music major within a liberal arts curriculum. Therefore, should a student demonstrate marked musical ability, an Independent Major in Music may be designed under the guidance of the Director for approval by the Educational Policy Committee.

Course Offerings

Mu 059 Music in Western Civilization (F; 3)

A general introduction from Gregorian Chant to Stravinsky.

C. Alexander Peloquin

Mu 060 Survey of the History of Western Music (F, S; 3)

A comprehensive one-semester foundation course in Western music from the ninth century to the present; examination of major musical forms, styles and ideas as utilized by the great composers.

Olga Stone

Mu 068 Basic Piano (F, S; 3)

Students will learn to read F and G clefs, to understand the significance of time, meter, rhythm, tempo. The student will prepare to play 4-part harmony at the piano.

Not offered 1982–83

The Department

Mu 070 Music Theory I (F, S; 3)

Prerequisite: Mu 068

Development of musicianship through listening and keyboard problems. Chord grammar developed through harmonization of melodies and figured basses. Introduction to systematic study of form.

Hugo Norden

Mu 071 Music Theory II (S; 3)

Prerequisite: Mu 070

Intermediate level work in structural hearing and applied keyboard harmony; beginning work in score reading. Introduction to instrumentation, properties of wind and brass instruments. Formal and compositional idioms of the late Baroque.

Hugo Norden

Mu 072 Music Theory III (S; 3)

Prerequisite: Mu 070 and Mu 071

Diatonic and chromatic harmony, form and analysis.

Not offered 1982–83

Hugo Norden

Mu 073 Counterpoint I (S; 3)

Strict counterpoint in two, three and four parts. The five species approach. Imitation and double counterpoint.

Hugo Norden

Mu 074 Instrumentation I (F; 3)

The study of the instruments of the symphony orchestra, its character, timbre, range, ability to read an orchestral score, transpose and write instrumental music.

Hugo Norden

Mu 161 Music and the Theatre (S; 3)

From Monteverdi's *Orfeo* to the super romantic music dramas of Wagner; from Carl Orff's *Carmina Burana* to West Side Story of Bernstein.

C. Alexander Peloquin

Mu 162 Modern Music (F; 3)

From Erik Satie and Debussy to Copland and Bernstein, masters of Europe and the Americas—a full spectrum of the sounds of the 20th Century.

C. Alexander Peloquin

Mu 163 Music in the Americas (S; 3)

From Billings, Ives, Gershwin, Ellington, Copland to Chavez and Villa-Lobos—modern romantics, iconoclasts and liberals of the United States, Mexico, and South America.

C. Alexander Peloquin

Mu 165 Beethoven (F; 3)

All the symphonies. Representative sonatas and quartets from the three major periods, covered in general listening.

Not offered 1981–1982

John R. Willis, S.J.

Mu 170 Brahms (S; 3)

His life and works.

Not offered 1982–83

John R. Willis, S.J.

Mu 171 Wagner (S; 3)

His life and works.

Not offered 1982–83

John R. Willis, S.J.

Mu 172 Music of the Baroque (F; 3)

Music in the 17th and 1st half of the 18th centuries; from Monteverdi and Schütz to Bach and Händel. Rise of new forms and

growth of instrumental music; opera, oratorio, cantata, trio-sonata, solo sonata, concerto, concerto grosso, the aria, the dance suite, the fugue.
Not offered 1982–83 Olga Stone

Mu 173 Keyboard Music (F; 3)
A comprehensive survey of keyboard music from the Baroque, Classical, Romantic and Contemporary periods including Mozart, Beethoven, Chopin, Debussy and others.
Not offered in 1982–83 Olga Stone

Mu 174 Music of the Classical Period (F; 3)
The formulation of the classic principles of construction by Joseph Haydn with reference to contributions of C.P.E. Bach and the Mannheim School. The fulfillment of the classical ideal in the works of Mozart and Beethoven. Olga Stone

Mu 175 The Music of Beethoven (F; 3)
A thorough examination of the nine symphonies including form, analysis, and style with reference to Beethoven's related works within each of the three periods. Olga Stone

Mu 176 Brahms, Wagner and the Romantics (S; 3)
Changing concepts of the symphony after Beethoven; the Romanticists' approach to form. Study of the major symphonies, instrumental and chamber works including Berlioz, Chopin, Schubert, Schumann, Dvorak, Bruckner and others. Olga Stone

Mu 178 The Impressionist School (S; 3)
Music of the twentieth century. Study of stylistic changes in orchestral, instrumental, and chamber music from Debussy to Stravinsky. Olga Stone

Mu 183–184 Piano Tutorial (F, S; 3)
The study of the foundation instrument, tutorial fee required. This course is designed to promote proper reproduction of the musical characteristics of compositions in authentic style and tradition thereby providing a background for all music courses, as well as continuing studies for advanced students.
By arrangement Olga Stone

Mu 299 Reading and Research (F, S; 3)
Supervised reading within specific areas, for the solution and expansion of individual projects. This course may be taken only with permission of the Director.
By arrangement Olga Stone

Mu 303 Bach and Beethoven . . . The Titans (F; 3)
Perusal of the ideals of the Baroque through the works of its greatest master and comparison with ideals of classical Romanticism as developed by Beethoven. Examination of form and style through major works of each.
Not offered 1982–83 Olga Stone

Philosophy

Faculty

- Professor Frederick J. Adelmann, S.J.**, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Saint Louis University
- Professor Thomas J. Blakeley**, A.B., Sacred Heart Seminary; Ph.D., University of Fribourg
- Professor Oliva Blanchette**, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain
- Visiting Professor Hans-Georg Gadamer**, Heidelberg University
- Professor Richard T. Murphy**, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University
- Professor Joseph L. Navickas**, Ph.B., Ph.L., Louvain University; Ph.D., Fordham University
- Professor Thomas J. Owens**, A.B., A.M., Boston College; Ph.D., Fordham University
- Professor David M. Ramussen**, A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

- Professor William J. Richardson, S. J.**, Ph.L., Woodstock College; Th.L., Ph.D., Maître Agrégé, Louvain
- Visiting Professor Jacques M. Taminiaux**, University of Louvain
- Professor Norman J. Wells**, A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto
- Associate Professor Patrick Byrne**, B.S., A.M., Boston College; Ph.D., New York State University
- Associate Professor Richard Cobb-Stevens**, A.B., A.M., Boston College; Ph.D., Sorbonne
- Associate Professor Joseph F. X. Flanagan, S.J.**, Chairman of the Department
A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University
- Associate Professor William J. Haggerty, Jr.**, A.B., College of the Holy Cross; A.M., Boston College; Ph.D., Boston University
- Associate Professor Peter J. Kreeft**, A.B., Calvin College; A.M., Ph.D., Fordham University
- Associate Professor Stuart B. Martin**, A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University
- Associate Professor Daniel J. Shine, S.J.**, A.B., A.M., Boston College; A.M., Catholic University of America; S.T.L., Weston College; Ph.D., Gregorian University
- Assistant Professor James Bernauer, S.J.**, A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D.(cand.) State University of New York
- Assistant Professor Joseph H. Casey, S.J.**, A.B., A.M., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Gregorian University
- Assistant Professor Arthur R. Madigan, S.J.**, A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div.(cand.) Regis College, Toronto
- Assistant Professor Francis P. Molloy, S.J.**, A.B., A.M., Boston College; S.T.L., Weston College
- Assistant Professor Gerald C. O'Brien, S.J.**, A.B., A.M., Boston College; Ph.D., Fordham University
- Assistant Professor Francis Soo**, A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Program Description

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: Ancient, Medieval and Contemporary; American and Contemporary Continental Philosophy; Philosophy of Religion, Philosophy of Science and Russian Philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. Working under the guidance of a faculty advisor students can design a well-balanced program that will thoroughly ground them in the history of philosophy and yet allow for development of their major interests.

Special sections of "core" philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the chairperson and the individual professor, enroll in certain of the graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and replace one course for three credits, extendable to six credits. Senior majors may work out a special research program as a substitution for normal course requirements. The Department also participates in the Scholar of the College Program, details of

which are to be found in the general catalog description of the Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

Course Offerings

Depending on student demand, the courses listed below may not be offered at the time indicated. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

Core Courses

PI 009 Ethics (F, S; 3)

An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined and applied to various moral problems.

The Department

PI 070 Philosophy of the Person I and II (F, S; 3, 3)

This course is based on two Socratic sayings: "know yourself," and "the unexamined life is not worth living." This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.

The Department

PI 090 Perspectives on Western Culture I and II (F, S; 6, 6)

This is a special two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

The Department

Un 105 Perspectives on Modernism (F, S; 6, 6)

A full-year course in the literature, music, and visual arts usually connected with the term "modernism." The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music segment will include Wagner, Debussy, and Stravinsky; there will also be at least one week of jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. Classes will mainly be conducted in open discussion rather than as lectures.

To be announced

Un 110 Horizons of the New Social Sciences (F, S; 6, 6)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from theological issues.

To be announced

Un 120 New Scientific Visions Perspectives IV (F, S; 6, 6)

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics and contemporary cosmologies. In particular, the startling innovations wrought by the concepts of function, energy and randomness in the fields of mathematics, biology, physics and chemistry will be explored. These developments will be presented in their mutually condi-

tioning relationships to one another, and in terms of their impacts upon our philosophical world-view.

Patrick H. Bryne

PULSE Courses

PI 088-089 Person and Social Responsibility (F, S; 6, 6)

This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the PULSE Program (see Special Study Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice—delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices.

To be announced

PI 202 Housing and Reality (F, S; 3, 3)

An in-depth study of housing, the purchasing of, investment in, management of, and trends of the market with views in the urban neighborhoods.

The effects of the multiple factors affecting housing such as design, construction, methods, urban planning, political manipulation and financing with its relationship to the various economic groups of society.

Harry Gottschalk

PI 217 The Structure of Community Life (S; 3)

This is a seminar intended for juniors and seniors with PULSE experience in the South End. The aims of the course include reflection upon the problems of government and power at the neighborhood level and an investigation of the symbolic configurations of local life.

David Manzo

PI 233 Values, Health and Welfare (F; 3)

This course will undertake a multidisciplinary critique of health delivery as a system in the United States. A primary objective will be the development of critical modes of thinking as a way to understand and influence social change. This course is open to all interested, although concurrent participation in a PULSE field project is strongly recommended.

David Manzo

PI 291-292 Philosophy of Community I and II (F, S; 3, 3)

Prerequisite: Limited to members of the PULSE Council.

A study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take.

Joseph Flanagan, S.J.

PI 293-294 Culture and Social Structure: Philosophy of PULSE I and II (F, S; 3, 3)

Prerequisite: Membership on PULSE Council.

The course will concentrate on the interrelationships between American political, economic, social and military institutions. As these interrelations are explored on a "macro" scale, a microanalysis of like patterns at the neighborhood and city level will also be undertaken.

Offered 1983-1984

Joseph Flanagan, S.J.

Electives

PI 121 Major 20th Century Philosophers (F; 3)

This course is intended to introduce beginning students to some of the leading 20th century philosophical movements. It begins with an examination of the background tradition of modern rationalism and empiricism (Descartes, Hume, Kant). Then the fol-

lowing philosophical movements are considered: Life Philosophy (Bergson, Nietzsche); Existentialism (Kierkegaard, Heidegger); American Philosophy (Peirce, James, Dewey, Whitehead); Phenomenology (Husserl). Key texts from each philosopher will be selected for reading and analysis.

Offered Fall, 1983

Thomas J. Owens

Pl 150 Contemporary Analysis of Myth and Symbol (F; 3)

An exploration of the relationship between reflective philosophy and the interpretation of myth and symbol in the works of Freud, Jung, Eliade and Ricoeur. Special emphasis is placed on a phenomenology of the symbols of evil and a structural analysis of the mythic content of primitive religions.

Offered Fall, 1983

Richard Cobb-Stevens

Pl 161 Philosophy of Religion (S; 3)

An elaboration of a phenomenological "typology" of the forms of religious experience. Consistent patterns of experience will be grouped according to the models of participation, encounter and community. This method offers an interpretative framework for understanding the symbol systems of a wide variety of religious expressions, both Eastern and Western. The course will also explore the possibility of meaningful religious language in a secularized culture.

Offered Spring, 1984

Richard Cobb-Stevens

Pl 165 Human Person and Love (F; 3)

This course will examine the notion of love and the experience of love from a philosophic viewpoint, with an emphasis on both the phenomenology of the loving experience, and the history of the philosophic understanding of love in Greek and Christian times.

Offered Fall, 1983

Daniel J. Shine, S.J.

Pl 166 Freedom and Authority (S; 3)

A cooperative effort to make precise the questions concerning freedom and authority will open the course. As an aid to this, Adler's booklet *Freedom*, Maritain's *Man and the State* and Thoreau's essay on "Civil Disobedience" will be read. After tentative answers have been reached we will turn to some of the classical works on this subject in hopes of confirming our answers, deepening or changing our questions or introducing new questions: Plato's *Republic*, Aristotle's *Politics*, Hobbes's *Leviathan*, Locke's *Second Treatise of Government*, J. S. Mill's *On Liberty*.

Offered Spring, 1984

Joseph H. Casey, S.J.

Pl 183 The Philosophy of Modern Sports (F; 3)

An inquiry into the nature and role of games and sports in shaping various ethical ideals, especially those values which are intrinsic to the functioning of a genuine democracy. Among the topics examined will be the rise of sports in ancient Greece; the Roman tradition; the Mediaeval interlude; sports in the modern era; idealistic, materialistic and existential reflections on the meaning of sports; sports as education, and the role of education in implementing the Democratic ideal; the Marxist critique of modern sports; the Neo-Marxist reflection of all sports; a Weberian analysis of the meaning of sports; the dialectics of winning; violence; professionalism; sports as kinesthetic art and as theater; the role of women in sports.

Stuart B. Martin

Pl 193 Chinese Philosophy I: Confucianism, Taoism and Buddhism (F; 3)

Starting from a general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between Nature, Man and Society, Taoism teaches the most natural way to achieve this harmony, i.e., Tao. Sinicized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names and forms, and remains empty and quiet in its nature.

Francis Y. Soo

Pl 194 Chinese Philosophy II: Neo-Confucianism and Maoism (S; 3)

Within the historical context of modern China (from 1840 up to the present), the course will focus on contemporary philosophical trends. Two of them are of particular importance. One is Neo-Confucianism which tries to revive or modernize not only tra-

ditional Confucianism but also Chinese Classical philosophies in general.

The other is Chinese Marxism, which under Mao, tries to 'substitute' Chinese Marxism for the Classical Chinese philosophies. It is very interesting to study how contemporary Chinese philosophers have tried to philosophize in contemporary China.

Francis Y. Soo

Pl 203 Analytic Philosophy (F; 3)

Words cannot express what great value students are likely to derive from this course. The questions raised (about thought, language, and reality) are fundamental, and those who raise them (Bradley, Wittgenstein, Tacelli) are among the most brilliant representatives of their traditions.

Ronald Tacelli

Un 212 Perspectives on Marxism (F; 3)

This interdisciplinary course is sponsored by the Department of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all major perspectives and providing an orientation for planning the student's further study of the questions raised by this important movement.

Thomas J. Blakeley

Pl 242 The Philosophy of St. Augustine (F; 3)

An introduction, via historical overview and careful reading of varied primary texts, of the poet, philosopher, lover and saint who was one of the three or four most influential thinkers of all time.

Offered Fall, 1983

Peter J. Kreeft

Pl 246 Contemporary Women in Philosophy (F, S; 3)

There is growing evidence that in the area of detached philosophical contemplation, women have made and are making significant contributions to philosophy which bring to it new and fresh insights and challenges. With the work of such women as Sissela Bok, Simone de Beauvoir, Hannah Arendt—to name but a few—one may wonder if philosophy, thought through by women, will not eventually produce new and subtle discoveries with regard to traditional philosophical problems. Contemporary Women in Philosophy is a seminar-styled course for both men and women. Throughout the semester, we will read and ponder selections from the books chosen and discuss them in light of the tradition.

Patricia Bowen

Pl 248 Modern Political Philosophy (F; 3)

This course will consider the political philosophies of six major philosophers of the modern period, namely, Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel and Marx. The course will include lecture and discussion. A mid-term and a final exam will be required.

Offered Fall, 1983

David M. Rasmussen

Pl 251 Political Philosophy: Machiavelli to Burke (S; 3)

This course traces the origins of some modern conceptions of law and the state, the sources and limits of political authority through some of the great modern political philosophers, relating these to the classical Aristotelian tradition.

Offered Spring, 1984

Gerard C. O'Brien, S.J.

Pl 254 After Death and Dying (S; 3)

An exploration of life after death, including such questions as: What difference does confronting death make? Is death a hole or a door? How are the meaning of life and the meaning of death connected? Do we really want to live forever? How is "Heaven" different from the genetic promise of an "immortality pill"?

Peter J. Kreeft

Pl 255 The Meaning of Life (F; 3)

This is surely the primary question, and all major philosophers have explored it, usually in the form of the *summum bonum*, or greatest value. We will survey Socrates, Plato, Aristotle, Solomon, Jesus, Augustine, Aquinas, Freud, Marx, Nietzsche, Kierkegaard and Buddha as alternative or complimentary answers.

Offered Fall, 1983

Peter J. Kreeft

Pl 257 Oriental Philosophy (F; 3)

An empathetic and respectful but critical and questioning investigation of the central claims of Hinduism, Buddhism (including

Zen and Tibetan Buddhism) and Taoism regarding the nature of reality, the self and its destiny, including treatment of mysticism and the occult and comparison with Western philosophy and religion.

Offered Fall, 1983

Peter J. Kreeft

Pl 259 (Sc 250, Th 248) Perspectives on War, Aggression and Conflict Resolution I (F; 3)

This course is the result of work by faculty and students interested in developing an interdisciplinary approach to the study of Peace and War at Boston College. The Boston College Program for the Study of Peace and War sponsors this course as one of the two introductory offerings in Peace Studies at the university (PERSPECTIVES, part II is offered in the spring semester). PERSPECTIVES I is centered around analyses of the causes of war and conflict in contemporary society.

Rein A. Uritam

Pl 261 The Creative Person (S; 3)

A creative person is one whose personhood is active, released, and known. The most important question here is not 'what' or even 'why' but 'how.' This is a course in actual, philosophically-significant experiment, followed by reflection—experiments in self-discovery in four dimensions: relation to yourself, others, nature, and God.

Offered Spring, 1984

Peter J. Kreeft

Pl 264 Logic (F, S; 3)

This course will consider the principles of correct reasoning together with their application to concrete cases.

William J. Haggerty

Pl 267 Aristotelian and Propositional Logic (F; S; 3)

The principles and rules of deduction and the study of fallacies in both logics.

Joseph Barrett, S.J.

Pl 269 (Sc 251, Th 250) Perspectives on War, Aggression, and Conflict Resolution II (S; 3)

An interdisciplinary course that is concerned primarily with alternatives and "solutions" to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future.

Rein A. Uritam

Pl 275 Philosophy in Literature: Tolkien (S; 3)

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (sehnsucht) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world.

Offered Spring, 1984

Peter J. Kreeft

Pl 278 Philosophy of Woman (F, S; 3)

"The proper study of mankind is man", wrote Alexander Pope in his *Essay On Man*. Of course, it is common knowledge that Mr. Pope interpreted "man" generically. But the concept of man is construed primarily as male "while the concept of woman has been considered only peripherally, uncritically, or not at all". We need to clarify the concept of woman, WHY IS THIS CONCERN A PROPER PHILOSOPHICAL CONCERN TO BOTH WOMEN AND MEN?

A partial answer to this question is found in the act of philosophizing. Philosophers scrutinize various ways of thinking about the world. They analyze concepts. Thus, in studying the "Philosophy of Woman", we are directing our attention not to women themselves, but to ways of thinking about women. In a word, we will, together, attempt to understand our understanding of woman. To aid us in this enterprise, we will call upon such thinkers as: Plato, Aristotle, J.S. Mill, Schopenhauer, Simone de Beauvoir, Germaine Greer, Hilda Heine, AND MORE!!!

Patricia Bowen

Pl 284 Examination of Self-Knowing (F; 3)

A study of self-knowledge as found in Aristotle and Aquinas with special emphasis on personal, concrete experiences. Attention

will be paid to contemporary contributions by Lonergan, Grisez, Hoenen and Dewart.

Offered Fall, 1983

Joseph H. Casey, S.J.

Pl 285 Contemporary Ethical Perspectives (F, S; 3)

A study of modern ethical problems, such as civil disobedience, mercy-killing, ethics in business and government, the ethics of socialism and communism, abortion, personal ethics, as affected by various philosophical systems along with an analysis of ethical values, as established by traditional and modern philosophy, in an attempt to build a helpful personal and social value system.

Charles B. Toomey, S.J.

Pl 296 Linguistic Analysis and the Problem of God (S; 3)

Problems about knowledge of and language about God which have arisen from the later thought of Wittgenstein will be treated. Authors like Wittgenstein, Ryle, Ayer, Flew, Austin and Macquarrie will be examined.

Offered Spring, 1984

Joseph H. Casey, S.J.

Pl 299 Readings and Research (F, S; 3)

By arrangement

The Department

Pl 303 Philosophical Questions in Religion (F; 3)

This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook is supplemented by readings in C. S. Lewis and Thomas Aquinas.

Offered Fall, 1983

Peter J. Kreeft

Pl 306 Ancient Greek Philosophy (F; 3)

A history of the development of Classical Greek philosophy from the era of the Pre-Socratics to the closing of the Pagan schools in Athens in the 6th Century A.D.

Offered Spring, 1984

Stuart B. Martin

Pl 308 The Political Thought of the Greeks (S; 3)

An examination of Greek political philosophy, with special emphasis on Plato's *Republic* and Aristotle's *Politics*; an attempt to apply the resources of Greek thought to some of the perennial issues of political philosophy.

Arthur Madigan, S.J.

Pl 309 Marriage and the Family (S; 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: Marriage/Family, on both institutional and personal levels.

The entire course consists of four parts: (1) It begins with a cross-cultural understanding of marriage/family by examining some of its many cultural variations. (2) Next, we will focus on the American traditional marriage/family and see why and how it has evolved into its present form, i.e., nuclear system. (3) Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. (4) Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital) status to share their personal experience (both positive and negative) as well as their insights into this very foundation of human life.

Francis Y. Soo

Pl 314 Immortality: What are the Chances? (S; 3)

A discussion of the possibility of life after death.

Ronald K. Tacelli

Pl 315 Aristotle (S; 3)

A study of the development of Aristotle's fundamental doctrinal position; the authenticity and reliability of his extant works; the import of his logic for the rise of the mediaeval universities; his doctrine of equivocity; the central meaning of "being" in his *Metaphysics*; selected physical doctrines such as "change" and "time"; the goal of human existence expounded in the *Nicomachean Ethics*; Aristotle's teaching about the nature of the "intel-

lect"; and some study of the subsequent (Greek, Arabian and Latin) commentators on his works.

Offered Spring, 1984

Stuart B. Martin

Pl 318 Origins of Romanticism (F; 3)

Much of the present-day preoccupation with science-fiction, with ecological problems, and with the "scientific-technological revolution" finds its intellectual ground in Friedrich Wilhelm von Schelling's reappropriation of German mysticism (Tauler, Seuse, Boehme). We will examine this reappropriation as well as its role in the formation of Romanticism and neo-Romantic ideologies.

Offered Fall, 1983

Thomas J. Blakeley

Pl 323 Plato's Republic (S; 3)

An in-depth study of the most influential work in the entire history of philosophy.

Peter J. Kreeft

Pl 324 Philosophy of God Experience (S; 3)

Distinguishing between knowing God and knowing about God, the starting point for this course will be religious experiences. We will stay as close as possible to these experiences exploring the reasons for justifying the interpreting of them as a God experience.

Offered Spring, 1984

Joseph H. Casey, S.J.

Pl 333 American Theatre and Philosophy I (F; 3)

Issue: The human person. What dimensions of the human person are found in today's drama? To find the answer plays will be studied by authors such as Lanford Wilson, Sam Shepard, David Mamet, Albert Innaurato.

The answer will be evaluated. The students will be directed to two kinds of readings. First, readings in which the person is perceived to have richer dimensions such as Augustine, *Confessions*, C. S. Lewis, *Surprised By Joy*, Kierkegaard, *Either/Or*. Other readings will explain the contemporary understanding of being human such as Murray, *The Problem of God*, G. Marcel, *Problematic Man*, *Catholic/Humanist Dialogue*, Dunne, *A Search for God in Time and Memory*, Tyrrell, B. Lonergan's *Philosophy of God*, Grisez, *Beyond the New Theism*.

Joseph H. Casey, S.J.

Pl 334 American Theatre and Philosophy II (S; 3)

Issue: Dying and Killing. Plays successful on the American stage will be used to reveal the American perspective on dying or/and suicide and euthanasia. The theoretical presuppositions of the American perspective will be extracted and studied as philosophical issues.

Dying: Plays such as *Shadow Box*, *All Over*, *Lady from Duluth*, *Camino Real*, *On Golden Pond*, *Wings*, *Lazarus Laughed*. Suicide/Euthanasia: Plays such as *The Zoo Story*, *Death of a Salesman*, *Whose Life Is it Anyway?*, *The Elephant Man*. Philosophical Works: Plato, *Crito*, *Phaedo*, Kreeft, *Love Is Stronger Than Death*, Rahner, *On the Theology of Death*, Crisez-Boyle, *Life and Death with Liberty and Justice*.

Collateral reading: Kubler-Ross, *On Death and Dying*, Moody, *Life After Life*.

Joseph H. Casey, S.J.

Pl 335 Platonic Dialogues (F; 3)

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the *Republic*. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Offered Fall, 1983

Gerard C. O'Brien, S.J.

Pl 338 The Heidegger Project I (F; 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. Some knowledge of traditional phi-

losophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

Pl 339 The Heidegger Project II (S; 3)

A continuation of Pl 338, open only to students participating in the course.

Thomas J. Owens

Pl 340 Philosophy in the Middle Ages I and II (F, S; 3, 3)

The examination of the perspectives on God, man and the cosmos from Augustine to Ockham.

Norman J. Wells

Pl 344 The Aristotelian Ethics (F; 3)

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation. Arthur R. Madigan, S.J.

Pl 353 Man in Medieval Thought (S; 3)

Jumping off from the *Condemnation of 1277*, the medieval discussions about the agent intellect (one for all men?) will be examined, along with the tradition on divine illumination. The background of this in Aristotle, Augustine and the Islamic thinkers will be developed.

Offered Spring, 1984

Norman J. Wells

Pl 354 The Christian Philosophy of Thomas Aquinas (S; 3)

A detailed examination of the major philosophical positions of Aquinas and their relevance to Modern Thomism.

Offered Spring, 1984

Normal J. Wells

Pl 358 The Confessions of St. Augustine (F; 3)

The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheanism, classical literary education and Neoplatonic philosophy. The chief emphasis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works.

Gerard C. O'Brien, S.J.

Pl 365 Aquinas Revisited (S; 3)

A textual analysis of the thought of St. Thomas on the problem of knowledge and willing. The lectures will give historical background for the understanding of the texts and will show the need to update the thought of Aquinas in the light of new scientific achievements and the evolution of philosophical reflection. Certain key ideas on Aquinas that help to understand contemporary problems will be stressed.

Offered Spring, 1984

Frederick J. Adelman, S.J.

Pl 375 Modern Philosophy I: Descartes and British Empiricists (F; 3)

A detailed examination of the classical positions taken during this period on the self, God, man and the world.

Offered Fall, 1983

Norman J. Wells

Pl 376 Modern Philosophy II: British Empiricists to Kant (S; 3)

Continuation of the previous semester, Pl 375.

Offered Spring, 1984

Norman J. Wells

Pl 378 Hume and Kant (F; 3)

The course will present a confrontation between Hume's empiricism and Kant's rationalism. The theme of this confrontation will not be drawn merely from the differences in both philosophers' theory of knowledge but perhaps more emphatically from the realm of ethics or moral philosophy.

Offered Spring, 1984

Richard T. Murphy

Pl 379 Socrates and Jesus (F; 3)

Purpose: to make the acquaintance of and to compare the two most influential people who ever lived, the inventor of reason and the object of faith; philosophy and religion compared at their source. Intensive reading and discussion of *Great Dialogues of Plato* and *John's Gospel*.

Peter J. Kreeft

Pl 381 Philosophy of Being I (F; 3)

Prerequisite: at least three courses in philosophy.

A systematic discussion of validity and method in metaphysics (the question of being), analogy (the notion of being), activity,

unity, truth and goodness (the properties of being), and becoming (the structures of being).

Offered Fall, 1983

Oliva Blanchette

Pl 382 Philosophy of Being II (S; 3)

A continuation of Philosophy of Being I with a discussion of causality and finality as categories of nature and history (the communication of being), and of the ultimate meaning of being (the summit of being). The latter part of the course will treat of the philosophy of religion in the framework of the notion of being.

Offered Spring, 1984

Oliva Blanchette

Pl 390 Neo-Marxism and the Thought of Marcuse (S; 3)

Neo-Marxism as it has developed in the West among intellectuals has broken away from rigid Marxism-Leninism. In its new emphasis on humanism and the person it is indebted to the early writings of Marx and the influence of the Frankfurt School in particular. This course will study especially the thought of Marcuse as it has affected many thinkers on the contemporary scene.

Offered Spring, 1984

Frederick J. Adelman, S.J.

Pl 395 Philosophy of Dostoevsky (S; 3)

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the "Grand Inquisitor". The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Navickas

Pl 406 Seminar on Life After Death (S; 3)

Papers (both systematic-original and historical-research) on: traditional and non-traditional arguments pro and con life after death; comparison of religions on this issue; out-of-body experiences; the evidence of mysticism; the relevance of immortality to the present; the nature of Heaven and Hell.

Offered Spring, 1984

Peter J. Kreeft

Pl 415 Great Trials in Western Civilization (F; 3)

Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. After an initial consideration of Kafka's *The Trial*, this course will examine the development of our sense of moral judgment by a study of significant trials which have taken place in western civilization. Among those to be considered and the issues raised by them are: the trial of Galileo (science and religion), Dred Scott (racism), Louis XVI (revolution and justice), Dreyfus (anti-semitism), Nuremberg trials (war and responsibility), Eichmann (modern forms of evil).

James Bernauer, S.J.

Pl 418 Later Greek Philosophy: The Search for Meaning (S; 3)

In their different ways, the Stoics, Epicureans, Sceptics, and Platonists were engaged in search for human meaning. Our aims: to follow these philosophers in their quest for meaning; to understand the reactions of Jewish and Christian thinkers; to see how the later Greek quest for meaning relates to modern quests, for example, that of Viktor Frankl.

Arthur R. Madigan, S.J.

Pl 419 Kant and Hegel (F; 3)

An analysis and comparison of the major themes in Kant and Hegel.

Offered Fall, 1983

Joseph L. Navickas

Pl 421 Nietzsche-Prophet of Nihilism (S; 3)

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.

Jacques M. Taminiaux

Pl 423 Introduction to Analytic Philosophy (F; 3)

The main currents in analytic philosophy, now dominant in America and England, will be presented in their historical development. G.E. Moore's impact will be examined first. The influence of Bertrand Russell, especially on logical atomism, will be assessed. Logical positivism, particularly in the works of Ayer and Carnap, will be treated in detail. Finally, the contributions

of Wittgenstein and ordinary language philosophers will be discussed.

Offered Fall, 1983

Richard T. Murphy

Pl 424 The Phenomenology of Love (S; 3)

This course will examine the new philosophy of love that emerged in the writings of the German phenomenologist Max Scheler and the Russian philosopher Vladimir Solovyov.

Offered Spring, 1984

Joseph L. Navickas

Pl 427 Existential Psychology (S; 3)

Existential psychology is a "union" of two disciplines, psychology and the philosophies of existentialism. It deals with such psychological topics as "experience," anxiety, freedom, etc., but is concerned with understanding these aspects of man's life on the deeper level of philosophy. Writings of Rollo May, Binswanger, Heidegger, Boss, Laing and others will be considered.

Offered Spring, 1984

Daniel J. Shine, S.J.

Pl 429 Freud and Philosophy (S; 3)

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith.

Richard Cobb-Stevens

Pl 431 Philosophy of Karl Jaspers (F; 3)

The course examines Jaspers' idea of philosophy. It seeks to investigate the meaning and functions of the crucial concepts of Existenz, Encompassing, Reason, Philosophical Faith, Ultimate Situation, Cipher and Foundering. The course aims also at a better understanding of the relation between Jaspers' views and those of Kant, Kierkegaard, Nietzsche.

Offered Fall, 1983

Joseph L. Navickas

Pl 434 Topics in Contemporary Science (S; 3)

Contemporary developments in physics and biology will be explored intensively. Emphasis will be placed upon understanding the basic concepts, rather than the complex totality, of relativity theory, quantum theory, theories of the "origin of life," etc. Philosophical questions concerning objectivity and reality raised by these developments will be discussed.

Offered Spring, 1984

Patrick H. Byrne

Pl 440 Existential Humanism (S; 3)

The existentialists have focused on the dramatic plight of twentieth-century man. They have presented forcefully man's struggle for meaning for life in a technologically dominated society and in a nuclear age. This course hopes to reveal and evaluate the specific features this "philosophy of crisis" has claimed to be distinctive of human living in this present moment of history.

Offered Spring, 1984

Richard T. Murphy

Pl 445 The Origins of American Pragmatism (F; 3)

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture.

Offered Fall, 1983

Richard Cobb-Stevens

Pl 449 Practical Problems in Business Ethics (S; 3)

This course will focus on some practical problems in business ethics, making use of concrete cases to illustrate the ethical reasoning involved, and its application to actual situations. The emphasis will be on reaching as definite conclusions as possible on some contemporary problems in business ethics.

Offered Spring, 1984

Gerard C. O'Brien, S.J.

Pl 450 Phenomenology and Intersubjectivity (F; 3)

Communication between persons, dialogue, love—these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary

phenomenologists to explore the extent and limits of interpersonal relationships.

Offered Fall, 1983

Thomas J. Owens

Pl 451 Health Care Ethics (S; 3)

Starting from a reflection on the basic structure of moral judgment, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control, organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in hospitals, labeling, professional dominance, the experience of death, and abortion.

Offered Spring, 1984

Oliva Blanchette

Pl 452 Perspectives on Addiction (S; 3)

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.

Gerard C. O'Brien, S.J.

Pl 455 Kierkegaard and Nietzsche (S; 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

Stuart Martin

Pl 458 German Existentialism (F; 3)

This course will study the profound analyses of modern man as expounded by the two leading figures of German Existentialism, Heidegger and Jaspers. The course will include introductory lectures, student seminar reports and analyses of some of their major writings.

Offered Fall, 1983

Pl 467 Jean-Paul Sartre (S; 3)

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.

Offered Spring, 1984

Richard Cobb-Stevens

Pl 472 Science and Religion (S; 3)

The religious roots of ancient and modern scientific thought will be presented. The origins of the assumption that modern science and religion are basically incompatible will be traced, with a view toward a new understanding of their relation. Out of this new understanding, the possibility of religion's contribution to the problem of the misuse of science will be explored.

Offered Spring, 1984

Patrick H. Byrne

Pl 473 Kierkegaard: Philosopher, Poet, Theologian (F; 3)

After considering the significant events in Kierkegaard's life and some of the key influences on his thought (e.g., Luther, Lessing, Hegel), we will examine the main themes of his extensive corpus. Special attention will be given to issues such as the relationship between time and the self, the stages of human development, and Kierkegaard's notion of faith and Christian commitment. Some of the works to be considered include *The Sickness Unto Death*, *The Concept of Dread*, *Repetition*, *Either/Or*, and *Concluding Unscientific Postscript*.

Richard Spinello, S.J.

Pl 484 Greek Tragedy and Greek Philosophy (F; 3)

While Greek tragedy is far from a mere dramatization of philosophical theses, it does raise philosophical issues. The aims of this course are: to become better acquainted with Greek tragedy, and more alert to the philosophical issues it raises, and to see how these issues shaped the thought of Plato and Aristotle and how they might affect our own thought.

Offered Fall, 1983

Arthur R. Madigan, S.J.

Pl 485 Philosophy of Comparative Religions—East & West (S; 3)

This course has a twofold purpose. First, it explores one of the fundamental questions in philosophy: the religious or a-religious

nature of man. Is man essentially a religious being, and hence is self-sufficient per se. Or is man essentially an a-religious being, and hence is self-sufficient per se. Secondly, this course is also a comparative study of philosophies of Western and Eastern religions. Five of the world's major living religions (Judaism, Christianity, Taoism, Buddhism and Shintoism) will be studied separately, and then follows a comparative evaluation of them. It is hoped that a synthetic understanding of the religious or a-religious nature of man would be achieved.

Francis Y. Soo

Pl 491 Philosophy and Power (F; 3)

Philosophy has played a decisive role in the formulation of the principles for each of the major political movements of our age: Liberalism, Fascism, Communism. This course will study these principles in the interest of discovering certain key relationships between expressions of philosophical thought and practices of political power.

Offered Fall, 1983

James Bernauer, S. J.

Pl 495 Metaphor and Interpretation (S; 3)

A metaphor is "a poem in miniature." Hence, a satisfactory analysis of metaphor requires a study of the creation of meaning in language. This course will bring together representative viewpoints on metaphor from the fields of linguistics, literary criticism and the philosophy of language. The role of metaphor in philosophical discourse will also be discussed.

Offered Spring, 1984

Richard Cobb-Stevens

Pl 502 Pre-Marxist Russian Philosophy (S; 3)

The course provides an historical survey of the various doctrines, insights, and trends in the pre-revolutionary Russian thought. A special attention will be given to the philosophy of Skovoroda, Chaadaev, Herzen, Dostoevsky, and Solovyov.

Offered Spring, 1984

Joseph L. Navickas

Pl 509 Marx and Weber: The Origins of Society (F; 3)

A comparison of the way in which these two men approach the question of the origin of modern society.

Offered Fall, 1983

David M. Rasmussen

Pl 512 Virtue and Pleasure (S; 3)

An examination of how Plato, Aristotle, and Epicurus related virtue and vice to pleasure and pain, and of how well or ill they succeeded.

Arthur R. Madigan, S.J.

Pl 513-514 Contemporary French Philosophy I & II (F, S; 3, 3)

During the past few decades, French philosophical reflection has had an extraordinary impact on our self-understanding. A combination of original thought and brilliant style created a living philosophy, assured of a wide international audience and an unusually immediate cultural influence. Writers like Camus, Sartre, De Beauvoir, Levi-Strauss and Foucault have shaped the ways in which we think about many of the great ethical issues of our day. This two-semester course will be offered in French. The readings have been selected both for their lucid style and engaging content. Discussions and examinations will be conducted in French.

Richard Cobb-Stevens

Pl 520 Basic Marxist Thought (F; 3)

An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Kapital*.

Offered Fall, 1983

David M. Rasmussen

Pl 523 The Prison Experience (S; 3)

An examination of the prison experience from a variety of perspectives: historical, sociological, literary, cinematic and philosophical. Initially, the course will investigate the historical appearance of the prison institution as a common form of punishment. We shall then consider the literature produced from within the prison experience and recent cinematic expressions of its meaning. Finally, we will study the model of rationality contemporaneous with the birth of the prison and the philosophical sources of penology as human science.

Offered Spring, 1984

James Bernauer, S.J.

Pl 525 Revolution and Counter-revolt (S; 3)

There will be five general topics covered in the lectures: 1) Mar-
cuse and the Neo-Marxists 2) The Modern Humanists, and the

dying Liberals 3) The Problems of Methodology 4) The God Problem, 5) The Problem of Dialogue and Detente.

Offered Spring, 1984

Frederick J. Adelman, S.J.

Pl 528 Metaphysics of Praxis (F; 3)

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Offered Fall, 1983

Oliva Blanchette

Pl 534 Community and Law (S; 3)

Starting from the understanding of "community" and "society" in sociological analysis, the course will move into a more radical reflection on community as an experience of liberation as well as of sociality, and from this reflection will attempt to account for the need of authority and law as the historical means for the good of communion.

Offered Spring, 1984

Oliva Blanchette

Pl 538 Law, Business and Society (S; 3)

This course is to explore the relationship and interaction among Law, Business and Society, i.e., among the political, economic and social spheres of human life.

Starting from the notion of law and (human) rights, the course will move into a critical reflection on various forms of societies—Greek, Medieval, Modern and Contemporary—as developed throughout history. It will examine how, in each of the above societies, law originated, developed and was manifested within concrete economic and social structures.

Francis Y. Soo

Pl 540 Education and Revolution (S; 3)

A discussion of the origins of revolutionary action in the consciousness of oppression and in the effort to articulate common problems to be resolved by a community, and of the role of "educators" and "education" in fostering or frustrating this process. Readings will include Freire's *Pedagogy of the Oppressed*, Fanon's *The Wretched of the Earth*, Malcolm X's *Autobiography*, and others.

Offered Spring, 1984

Oliva Blanchette

Pl 542 Science and Society (S; 3)

The course will explore the interrelation of scientific knowledge and technology, and the structures and institutions of society as found in a variety of historical and cultural settings. In particular the question of the use of scientific knowledge for good or evil in our present era will be posed.

Offered Spring, 1984

Patrick H. Byrne

Pl 543 20th-Century Thought (F; 3)

Over the course of the 20th century thus far, four main currents have been confronting each other or living in reciprocal ignorance one of the other. We examine here the origins of each of the four (neo-Thomism, neopositivism, phenomenology, the Marxisms), their interplay, and the central issues that occupy them: problems of man, nature, society and God.

Offered Fall, 1983

Thomas Blakeley

Pl 545 Social Philosophy in Classical Antiquity (S; 3)

A study of ancient man's outlook on man-in-society and the polis starting from Hesiod and other early poets or other pre-Socratic wise men down to Attic tragedy and the political philosophies of Plato, Aristotle and Cicero.

Offered Spring, 1984

Oliva Blanchette

Pl 546 19th Century Philosophy (S; 3)

A survey of some of the key figures who contributed to the great intellectual revolution of 19th century Europe. We will discuss some of the writings of Hegel, Feuerbach, Strauss, Marx, Kierkegaard, and Nietzsche. Special consideration will be given to the critique of Christianity and culture which emerges in these writings.

Richard A. Spinello, S.J.

Pl 554 Philosophy of Poetry and Music (F; 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural

periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Offered Fall, 1983

Joseph Flanagan, S.J.

Pl 557 Logic for Human and Machine (S; 3)

An introduction to formal logic, designed to familiarize students with the expression of ordinary statements in symbolic form, with truth tables, and with other such basic logical themes. Particular stress will lie on practical exercises, both on the PDP-1170 and on the VAX-11, so as to examine how Aristotelian and Boolean logics perform in a time-sharing context.

Thomas Blakeley

Pl 561 Freud and Phenomenology (F; 3)

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis.

Richard T. Murphy

Pl 563 The Great Philosophers I (F; 3)

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns.

Joseph L. Navickas

Pl 564 The Great Philosophers II (S; 3)

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Joseph L. Navickas

Pl 571 Art and Science (S; 3)

This course will explore possible relations between the humanities and the natural sciences. Special emphasis will be given to the shift from classical to contemporary scientific theories of time and space and their artistic analogues. The course is experimental and students will be encouraged to work on personal projects.

Offered Spring, 1984

Joseph Flanagan, S.J.

Pl 574 Approaches to Language (F; 3)

A comparative study of the different but complementary traditions in German, French and Anglo-Saxon philosophies of language. Emphasis will be placed upon the themes of symbolic expression underlying structural codes and the nature of the speech act. Essays by Cassirer, DeSaussure, Wittgenstein, Austin and Searle should provide a rich and varied backdrop for a discussion of the mystery of human speech.

Offered Fall, 1983

Richard Cobb-Stevens

Pl 577 Introduction to Symbolic Logic (F; 3)

An introduction to formal logic, designed to familiarize students with the expression of ordinary statements in symbolic form, truth-tables, validity of arguments and proofs, quantification of predicates and relations (propositional functions). The importance and limits of logical thinking will be discussed.

Offered Fall, 1983

Patrick H. Byrne

Pl 578 Philosophy of Mathematics (S; 3)

Prerequisite: Pl 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful.

Offered Fall, 1983

Patrick H. Byrne

Pl 580 Philosophy of the Cinema (S; 3)

The study of film has traditionally taken place in a closed universe of discourse unrelated to developments in the larger realm

of aesthetics. This course will attempt to relate philosophical theories of interpretation—structuralism, phenomenology, psychoanalysis—to the study of film aesthetics. A series of films will be shown and discussed.

Offered Spring, 1984

Richard Cobb-Stevens

Pl 581 The Matter of life (F; 3)

This course will provide an analysis of the process of biological thinking. After an historical introduction, in which some great biologists of the past (Galen, Harvey, Claude Bernard) as well as their specific approaches to the matter of life are reviewed, attention will focus on modern biological thinking: the rise of models and theories, the emergence of explanations, etc. A final section will deal with the limits of biological theory: how is the biological approach related to other sciences, how is the body related to "mind," etc.

Geert Verschuuren

Pl 582 Contemporary Marxism (S; 3)

This course will consider modern versions of Marxism as found in contemporary Russia (Soviet Philosophy) and contemporary movements in China. Also trends in the United States emanating from the thought of Marcuse will be considered.

Frederick J. Adelman, S.J.

Pl 587 Man and Evolution (F; 3)

The point of departure of this course is the development of evolutionary theory since Darwin. After a critique of neo-Darwinism, its applicability to sociobiology will be investigated: To what extent are individual behavior and common culture biologically rooted? What are the consequences for the philosophical problem of human freedom and for the religious problem of creation? The course will end on a futuristic note: What consequences can be drawn in the area of public policy-making in issues affecting the future of human kind?

Geert Verschuuren

Pl 594 Metaphysics (S; 3)

First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being expressed as "being as being." We will make it our task to examine all the central issues of metaphysical concern: what is being? what are the main traits of being as being? what are the main types of being? what are the fundamental operations of being as being? in what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre.

Offered Spring, 1984

Thomas J. Blakeley

Pl 596 Intentionality and the Free Will (F; 3)

The lectures will begin by discussing the notion of intentionality as found in St. Thomas and then as developed by Brentano and Husserl. The will theory discussed will have its roots in St. Thomas but then will be up-dated in the light of intentionality. The criticism of determinists like Skinner and of the Existentialists like Sartre will also enter into the final discussions.

Frederick J. Adelman, S.J.

Pl 602 Soviet Philosophy Today (F; 3)

Among contemporary philosophical trends, Marxism-Leninism stands out not only as the most extensive but also as the most threatened by modern developments in science and society.

We will examine its origins in the "classics of Marxism", its codification in the textbooks of the 1940's and 1950's, the "de-Stalinisation", ending up in "peaceful coexistence" and "détente".

Emphasis will be on the Soviet ability to respond to the "scientific-technological revolution", to empirical sociology, to Freudian psychology, to East-European humanism, to dialogue and Christian renewal, as well as to more theoretical challenges; for example, from neopositivism and from neo-Marxism.

Offered Fall, 1983

Thomas J. Blakeley

Pl 603 The Enlightenment and the Birth of Modernity (F; 3)

A study of the birth of modern rationality in the period of the Enlightenment. The course will examine a variety of Eighteenth Century thinkers in the perspective of the age's major themes:

God and Reason, Thought and Superstition, History and Progress, the Idea of Humanity.

Offered Fall, 1983

James Bernauer, S. J.

Pl 604 Philosophy and History (F; 3)

The first part of the course will aim to clarify the nature of historical understanding by examining the work of several historians. We shall then consider several attempts (Hegel, Toynbee, Voegelin) to articulate a philosophical understanding of historical development.

Offered Fall, 1983

James Bernauer, S. J.

Pl 609 The Greek Intellectual Adventure (F; 3)

It would be hard to match the Greek thinkers of the sixth and fifth centuries B.C. for creativity and bold imagination. This course explores Greek philosophy up to Socrates with special emphasis on the Pre-Socratics and Sophists, and relevant background from poetry, drama and history.

Offered Fall, 1983

Arthur Madigan, S. J.

Pl 612 Personality and The Human Sciences (S; 3)

this course will study the role which three human sciences (anthropology, psychology and sexology) have played in shaping our contemporary understanding of personality and in directing our philosophical questions with respect to it.

Offered Spring, 1984

James Bernauer, S. J.

Pl 615 British Empiricism (S; 3)

This course introduces British Empiricism through the examination of the works of Locke, Berkeley, and Hume. These authors will be considered within their historical context. Their influence on contemporary philosophies will be evaluated.

Offered Spring, 1984

Richard T. Murphy

Pl 616 The Development of The Will (F; 3)

It may be news to us, but the idea of will had to be developed. How did this happen? We will try to answer this question through an examination of, among others, Socrates, Plato, Aristotle, the Stoics.

Offered Fall, 1983

Arthur Madigan, S.J.

Pl 617 Humanism and Anti-Humanism (S; 3)

Humanism, an invention of Athens and Rome, received its most fundamental criticism in twentieth-century Paris. Initially, this course will examine the formation and development of western humanism and the challenge posed to it by the philosophies of Nietzsche and Heidegger. Most of the course will be spent in studying the attempt by contemporary French thinkers (Barthes, Foucault, Levi-Strauss) to articulate an authentically anti-humanistic philosophy.

Offered Spring, 1984

James Bernauer, S.J.

Pl 622 Michel Foucault (S; 3)

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action.

James Bernauer, S.J.

Pl 625 The Problem of Self Knowledge (S; 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Offered Spring, 1984

Patrick H. Byrne

Pl 626 Hannah Arendt (S; 3)

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought.

Offered Spring, 1984

James Bernauer, S.J.

Pl 628 Ayer and Wittgenstein (S; 3)

This course introduces Analytic Philosophy (now dominant in contemporary American philosophical circles) through the ex-

amination of the two most influential thinkers: Ayer and Wittgenstein. Since these philosophers have had such an impact, they will be considered within the historical context.

Richard T. Murphy

Pl 630 Science and the Growth of Knowledge (F; 3)

Stimulated by the appearance of T. S. Kuhn's *The Structure of Scientific Revolutions*, major developments in our thinking about science have taken place over the past two decades. These developments have profoundly affected the social sciences as well as the natural sciences. This course will undertake a careful study of the major contributors to this new view—Kuhn, Popper, Lakatos, Shapere, Feyerabend, Toulmin and Suppe—and situate their thinking in its historical context.

Offered 1983

Patrick H. Byrne

Pl 638 Plato: Selected Dialogues (F; 3)

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato. Arthur R. Madigan, S.J.

Pl 640 The Evolution of Greek Metaphysics (S; 3)

What is the root of the metaphysical impulse? How do metaphysical systems grow? These questions will guide a study of Parmenides, Heraclitus, the Atomists, Plato, Aristotle, and Plotinus.

Offered Spring, 1984

Arthur Madigan, S.J.

Pl 642 The Critique of Historical Reason (S; 3)

This course will consider the question, "How is the history of philosophy to be thought?" After an initial consideration of the work of Wilhelm Dilthey we shall focus upon the conflict of approaches between the American school of the history of ideas and the French school of structural analysis. Finally, there will be an examination of what principles guide the appropriation of the history of philosophy by contemporary philosophers and historians.

Offered Spring, 1984

James Bernauer, S.J.

Pl 645 Christian Existentialism: Pascal and Marcel (S; 3)

A thoughtful and intensive study and discussion of two little masterpieces: Pascal's *Pensees* and Marcel's *The Philosophy of Existentialism*, emphasizing the issues of skepticism, values, self-knowledge, love, death, faith and freedom.

Offered Spring, 1984

Peter J. Kreeft

Pl 647-648 Ethics and Politics I & II (F, S; 3, 3)

This course will originally focus upon modern attempts to reconstruct theories of ethical action in the context of political life dating from Kant to the present. Particular emphasis will be given to contemporary continental and Anglo-Saxon schools of thought. The first semester will focus upon the work of modern utilitarians, intuitionists and critical theorists. In particular, the work of both Jurgen Habermas and John Rawls will be highlighted. In the second semester we will consider ethics in historical perspective beginning with Plato and Aristotle and moving to the present. The overall concern of this two semester course will be to construct a model for ethical action based on hermeneutic, life-world and historic considerations. The course will be both lecture and seminar. It is intended for both graduate and advanced undergraduate students.

David M. Rasmussen

Pl 650 Russian Cultural Philosophy (F; 3)

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky. Joseph L. Navickas

Pl 654 The Emergence of Reality (F; 3)

The theory of evolution profoundly affected the view of reality held in Western thought. The "process philosophies" which arose out of the new world-view continue to have an important impact upon psychology, literature and theology. This course will provide a critical study of major process thinkers—especially A.N.

Whitehead—and compare their views with more traditional views concerning being.

Offered Fall, 1983

Patrick H. Byrne

Pl 657 Greek Ideas of the Divine (S; 3)

How much of our thinking about God do we owe to the Greeks? We will try to answer that question through an examination of the gods and the Good in Plato, of Aristotle's First Mover, and of the Plotinian One. Special attention will be paid to the way in which a philosopher's view of the divine affects his view of the human condition.

Offered Spring, 1984

Arthur R. Madigan, S.J.

Pl 670 (Mc 670) (Sc 670) Technology and Culture (S; 3)

This course examines the philosophical, psychological, social, legal and economic sources, impact and direction of modern technology. Attention will focus upon the effects on the individual, society in general and on organizations. The student should expect to raise and analyze significant issues in these areas. A person taking this course should have at least an elementary understanding of some aspect of applied modern technology (e.g. computers, mass communications, etc.), and an interest in where society is and is going in virtue of this burgeoning technology.

William Griffith

Pl 680 The Phenomenology of Edmund Husserl (F; 3)

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology.

Richard Cobb-Stevens

Pl 682 Towards an Ontology of Language (F; 3)

An analysis of the problem of language focusing on recent European thinkers, including Heidegger and Merleau-Ponty.

Offered Fall, 1983

William J. Richardson, S.J.

Pl 683 Religion After Freud and Jung (F; 3)

A critical examination of the influences of Freud and Jung in the area of religious attitudes and values.

Offered Fall, 1983

William J. Richardson, S.J.

Pl 686 Hermeneutics (F; 3)

An examination of a certain number of major issues in contemporary theories of interpretation.

William J. Richardson, S.J.

Pl 693 Merleau-Ponty and the Problem of Self (F; 3)

A study of the major texts of Merleau-Ponty as they relate to the problems of the human self.

Offered Fall, 1983

William J. Richardson, S.J.

Physics

Faculty

Professor Robert L. Carovillano, Chairman of the Department
A.B., Rutgers University; Ph.D., Indiana University

Professor Joseph H. Chen, B.S., Saint Procopius College; Ph.D., University of Notre Dame

Professor Baldassare Di Bartolo, Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Associate Professor Robert L. Becker, B.S., Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

Associate Professor George J. Goldsmith, B.S., University of Vermont; M.S., Ph.D., Purdue University

Associate Professor Francis McCaffrey, B.S., Providence College; Ph.D., University of Notre Dame

Associate Professor Solomon L. Schwebel, B.S., City College of New York; M.S., Ph.D., New York University

Associate Professor Rein A. Uritam, A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Assistant Professor John H. Kinnier, S.J., B.S., A.B., A.M., Boston

College; M.S., Catholic University of America; S.T.L., Weston College

Assistant Professor Francis A. Liuima, S.J., M.S., Boston College; Ph.D., St. Louis University

Research Professor Pradip M. Bakshi, B.S., University of Bombay; A.M., Ph.D., Harvard University

Research Professor Robert H. Eather, B.Sc., Newcastle, University College of the University of South Wales; Ph.D., University of South Wales

Research Professor Gabor Kalman, D.Sc., Israel Institute of Technology

Research Associate and Lecturer Dennis Pacheco, A.B., Brown University; M.S., Ph.D., Boston College

Program Description

The Department of Physics offers alternative courses of study leading to the B.S. or the A.B. degree.

The B.S. program is designed to prepare a student for advanced graduate studies and a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employment upon graduation or undertaking certain career directions outside of physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects. Minimum degree requirements for the B.S. are: ten approved courses in physics of which at least eight are numbered above 301; Ph 203–204, Ph 405–406, and with approval, either Ph 505–506 or Ph 535; mathematics through the level of advanced calculus; and two courses in science outside of physics and directed at science majors. The course Ph 480 may be used to replace one semester of the advanced calculus requirement. The normal B.S. physics program includes the intermediate level courses Ph 321, 322, 401, 402, 411, 412, plus approved electives.

The A.B. program is intended for students who desire a comprehensive understanding of physical science, but do not plan to do graduate work in physics. Minimum degree requirements for the A.B. are: eight approved courses in physics of which at least four are numbered above 212; two credits of introductory laboratory; Ph 405–406; two courses in calculus; and two courses in science outside of physics.

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon: a) Satisfactory completion of a thesis based on the research project; b) Demonstration through an oral examination of a broad comprehension of physics in general and the special field of the thesis. The examining committee shall be appointed by the chairperson and consist of a two member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Course Offerings

Courses numbered below 200 are introductory courses directed generally at non-science majors or A.B. physics majors. These courses have no prerequisites and utilize no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the university science core requirement. Ph 209–210 Introductory Physics I, II (Calculus) or Ph 211–212 Introduction to Physics I, II (Calculus) and Ph 203–204 Introductory Physics Laboratory I, II are required of all B.S. biology, chemistry and physics majors. Courses numbered above 301 are advanced offerings primarily for physics majors.

Introductory Courses (Core)

Ph 111-112 Physics for the Curious I, II (F, S; 3, 3)

This course is designed to introduce the non-technically oriented student to physics. The scientific view of the world and the process by which physical laws are discovered are examined with a historical perspective. The impact on society and upon methods of thought and investigation of such great scientific ideas as Galileo's conception of motion and Einstein's theory of relativity are broached. Areas of study include the microcosm of atoms and particles, planetary motion and structure of the solar system, the super macrocosm of stellar media, the modern conception of light, radiation and lasers. Recommended laboratory (optional): Ph 101-102
John H. Kinnier, S.J.

Ph 115-116 Structure of the Universe I, II (F, S; 3, 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system; physics of the sun and planets; space discoveries; creation and structure of stars and galaxies; relativity and cosmology; extraterrestrial life; astronomical concepts.

Michael Heinermann

Ph 130 Ideas of 20th Century Physics (S; 3)

A course for non-science majors who wish to become conversant with some of the leading ideas in contemporary science that have had a major impact on the modern world, presented in a way that a non-mathematically inclined student can understand. Some of the topics covered include the new ideas of space and time in Einstein's relativity, the non-intuitive concepts of causality in quantum physics, applications of these to atomic physics, nuclear weapons and nuclear power, and the highly exciting new discoveries and theories in space, such as pulsars, quasars, and black holes.

Gabor Kalman

Ph 131 Scientific Thought: Concepts and Growth

The objective of this course is to illuminate those concepts and views of the physical world that play so large a part in our lives. Starting with the contributions of the Greeks and bringing it up to the present, the course will outline the role of mathematics, philosophy, astronomy, physics, chemistry, biology and geology in the formation of our present view of the world about us and the view we have of ourselves. The course is open to all students; there are no prerequisites. The emphasis will be on the concepts of the various sciences, not on their techniques.

Ph 136-137 Space Exploration I, II (F; 3)

This course deals with Space Age discoveries. Satellites have been used to explore wide areas of the solar system and of deep space; the results from space missions and from dramatic developments in ground based observational capabilities provide the basis of the course. Physical concepts are developed in context, with an historical perspective provided from the ideas of the early astronomers and philosophers to the current space findings. Topics include the Sun-Earth system, including solar flares, the solar wind, the magnetosphere and auroras; comparative studies of the other planets; the Moon and planetary satellites; comets; X-ray, gamma ray and radio wave pictures of deep space.

Robert H. Eather

Ph 138 Science and Theology

A study of the interrelationships existing between man and nature and God and nature, as conceived by the scientist and by the theologian. Scientific theories of the origin and continuing existence of the universe will be related to the nature and action of a Supreme Being on a material world. Coordination of physical and theological concepts will be achieved through the use of elementary logical and metaphysical principles.

Ph 168 Physical Principles in Medical Technology and in the Delivery of Health Care (S; 3)

A course primarily designed for students in the School of Nursing consisting of an examination of physical principles of instrumentation and practices commonly employed in medicine, such as traction, blood circulation, fluid pumps, suction and drainage, temperature measurements, optics of the eye, ultrasound, display instruments including graphic recorders and cathode ray tubes, electrocardiography and pacemakers, X-ray and nuclear radia-

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tion. Demonstration of medical instruments. Films on relevant topics will be shown. *Joseph H. Chen*

Ph 171-172 Energy and the Environment, a Technoscientific Perspective I, II (F, S; 3, 3)

A course primarily for non-science majors in which the cultural, historical and scientific origins of our contemporary technological society are explored; the fundamental principles of energy utilization examined; and the impact of technology on resources and the environment studied. Emphasis is on the people and processes of science-technology, and on the fundamental limitations to the availability of energy as a background to the investigation of problems of population, resources, and pollution. Three lectures per week. *George Goldsmith*

Ph 183-84 Foundations of Physics I, II (F, S; 3, 3)

An introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world. Recommended Laboratory (optional): Ph 101-102. *Robert L. Becker*

Ph 199 Special Projects (F; S)

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the chairperson. *The Department*

Ph 209-210 Introductory Physics I, II (Calculus) (F, S; 4, 4)

Prerequisite: Mt 100-101 (may be taken concurrently).

A course primarily intended for those majoring in the physical sciences. The principal areas of physics will be covered at the introductory level with an orientation toward future study of these areas. Primary emphasis will be on classical mechanics and on electricity and magnetism, and also on wave phenomena, thermodynamics, kinetic theory, optics, and topics in modern physics. Four lectures per week. Recommended laboratory (optional): Ph 203-204. *Dennis P. Pacheco*

Ph 211-212 Introduction to Physics I, II (Calculus) (F, S; 4, 4)

Prerequisite: Mt 100-101 (may be taken concurrently).

First Semester: An introduction to classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation; wave motion acoustics, the kinetic theory of gases and thermodynamics. Second Semester: The fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Four lectures per week. Recommended laboratory (optional): Ph 203-204. *The Department*

Electives (General)

Ph 248 Computer Applications in Natural Sciences

Prerequisite: Ph 209-210 or Ph 211-212 and calculus beyond the level of Mt 100-101.

The student will become familiar with a high-level computer language designed for application in science, and with some mathematical procedures frequently utilized on computers, including numerical approximations, eigenvalue problems, fourier transforms, optimization and simulation. Also, assembly language for one microcomputer system will be employed, with attention to the procedures for the exchange of information between computers and various laboratory devices. The course should be equally useful to students majoring in any area of science; however it is not intended to satisfy the minimum requirements for courses within any major.

Ph 301 Introduction to the Principles and Techniques of Photography (F; 3)

This course is designed to provide students in the arts, sciences and humanities with a working knowledge of photographic techniques and of the use of photography as a medium for artistic expression. It covers the techniques for utilization of common photographic equipment and materials as well as photography's

historical origins and physical fundamentals. Practical experience in darkroom procedures and in the utilization of various types of photographic apparatus is provided through laboratory exercises. No previous background in science or math is required. Enrollment limited. Two lectures and one laboratory period per week. Lab fee: \$50.00. *George J. Goldsmith*

Laboratory Offerings

Ph 101-102 Basic Laboratory I, II (F, S; 1, 1)

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. This course carries a laboratory fee. *Francis McCaffrey*

Ph 203-204 Introductory Physics Laboratory I, II (F, S; 1, 1)

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in Ph 209-210 or Ph 211-212. This course carries a laboratory fee. *Francis McCaffrey*

Ph 405-406 Physics Laboratory I, II (F, S; 1, 1)

Selected experiments in atomic, nuclear and solid state physics, electronics, and spectroscopy designed to familiarize the student with experimental methods. Primarily for physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. This course carries a laboratory fee. *The Department*

Ph 505-506 Experimental Physics I, II (F, S; 1, 1)

A continuation of Ph 406 with emphasis on contemporary physics problems. Primarily for senior physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. This course carries a laboratory fee. *The Department*

Electives (Primarily for Majors)

Ph 321 Introduction to Relativity and Quantum Physics (F; 4)

A study of the structure of matter according to quantum principles: thermal radiation and Planck's postulate; photon properties; relativity; wave-particle duality; the Bohr atom; introduction to wave mechanics; simple solutions to the Schrodinger equation. *John H. Kinnier, S.J.*

Ph 322 Introduction to Thermal and Statistical Physics (S; 4)

A study of the structure of matter according to classical and quantum principles: basic probability concepts; the application of statistical ideas to systems of particles in equilibrium; the interrelation of atomic concepts and general macroscopic thermodynamics; methods of statistical mechanics and applications to simple systems. *John H. Kinnier, S.J.*

Ph 327 Applied Physics (S; 3)

Prerequisites: Ph 209-210 or Ph 211-212 and Mt 100-101 or permission of the instructor.

The physical principles of the application of solid materials to electronic, optical, and electro-optical devices. Topics will include preparation and structure of semiconductor crystals; and the basic physics of the electrical properties of solid state devices including junctions, diodes, transistors, photoconductors, and lasers. *George Goldsmith*

Ph 332 Optics (F; 3)

A treatment of geometrical, physical, and modern optics, with emphasis on the latter areas including applications. Optical systems, Fraunhofer and Fresnel diffraction, interference, polarization, Fourier transform spectroscopy, holographs, and lasers. *Robert L. Becker*

Ph 399 Scholar's Project (F; S)

Reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the approval of the chairperson. *The Department*

Ph 401 Mechanics (F; 4)

Classical mechanics at the intermediate level. Particle dynamics and oscillations in one dimension. Conservative forces. Conser-

vation principles: energy, momentum, angular momentum. Particle dynamics, orbit theory, and stability for central forces; the Kepler problem; Rutherford scattering. Accelerating frames of reference. Rigid body dynamics. Introduction to Lagrange's equations. *Dennis P. Pacheco*

Ph 402 Electricity and Magnetism (S; 4)

Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electromagnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation. *Joseph H. Chen*

Ph 411 Atomic and Molecular Physics (F; 4)

A course at the intermediate level: Simple and multi-electron atoms; Schrodinger equation; Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; X-rays; molecular physics. *Baldassare Di Bartolo*

Ph 412 Nuclei and Particles (S; 4)

A course at the intermediate level: Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries. *Gabor Kalman*

Ph 421 Molecular Structure and Spectra

This course will present a treatment of the electronic, vibrational and rotational spectra of molecules and will relate these spectra to the symmetry and structure of these systems. This treatment will include both absorption and emission of radiation, selection rules, and Raman scattering. Elements of chemical kinetics of simple molecules will also be presented.

Ph 425 Introduction to Solid State Physics (F; 3)

Prerequisite: Mt 100-101; one year of physics.

A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity. Physical characterization of materials. Open to all science majors.

Joseph H. Chen

Ph 432 High Energy Physics

A course that surveys the historical and conceptual development of ideas about the subnuclear realm. Topics include kinematics of high-energy reactions, particle properties and schemes of systematizing particles, invariance principles and symmetries, selection rules, interaction types, especially the weak and strong. Special relativity will be developed as needed.

Ph 437 Electric and Electronic Circuit Analysis

Prerequisites: Mt 201, Ph 210 or 212

This course deals with the responses of electric circuits containing resistance, capacitance, and inductance to periodic and non-periodic inputs, and an introduction to electronic devices and circuitry. Techniques and concepts include nodal, mesh, and loop analyses; impedance and admittance; transfer functions; complex frequency response analyses, Fourier and Laplace Transform techniques; transistors; operational amplifiers; and digital circuits. Forms a solid foundation for subsequent study of digital electronics, control systems, and communication systems.

Ph 440 Applied Fluid Mechanics (S; 3)

Prerequisite: Mt 201

Fundamental topics of incompressible fluid flow include application of the continuity, momentum and energy equations for inviscid flow; linear and angular momentum theorems; vorticity, irrotational flows, and stream functions; hydrostatics, buoyancy, and density effects; drag, lift, and Bernoulli's equation; dimensional analysis and dynamic similarity; Navier-Stokes equations for viscous flow; and boundary layer phenomena. The concepts of turbulent flow are briefly introduced including Reynolds stresses, turbulent diffusion of heat and momentum, and turbulent dissipation. Applications from oceanography, environmental and biomedical engineering are introduced throughout.

Ph 480 Introduction to Mathematical Physics (S; 3)

Determinants, matrices and their application to the solution of linear differential equations. Other areas to be studied are: Fourier series, Laplace and Fourier transforms. *Solomon L. Schwebel*

Ph 525 Plasma Physics (F; 3)

Introduction to the problems, methods and concepts of plasma physics. Applications to controlled fusion research and space and astrophysical situations. Particle motions, fluid and kinetic models. Equilibrium and stability of plasma configurations. Plasma waves. Radiation from plasmas. *Pradip Bakshi*

Ph 535-536 Projects in Experimental Physics I, II (F, S; 3, 3)

Prerequisite: Permission of chairperson.

Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics. Project approval must be obtained prior to the beginning of the semester, normally at the time of pre-registration. One lecture and two laboratory periods per week. Lab fee: \$50.00. *The Department*

Ph 599 Readings and Research in Physics (F; S)

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Credits and requirements by arrangement with the approval of the chairperson. *The Department*

Ph 610 Coherent Optics and Lasers

A course at the advanced undergraduate and graduate level; Huygen's principle, Fourier transforms, array theorem, image formation and impulse response, resolution, the transfer function, diffraction and interference with partially coherent light, image formation with coherent light, coherent optical data processing, holography, various types of lasers and their applications.

Ph 615 Astrophysics and Cosmology

The overall structure of the Universe: galaxies, clusters, stars. Outlines of general relativity. Principles of stellar evolution. Hydrostatic equilibrium, radiative transfer, nuclear processes. Late phases of stellar evolution: White dwarfs and neutron stars. Black holes. Pulsars. Galactic structure. Quasars. Cosmological theories and their tests.

Graduate Electives with Approval

Ph 711 Classical Mechanics (F; 4)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media. *Rein A. Uritam*

Ph 732 Electromagnetic Theory I (S; 4)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields. *Baldassare Di Bartolo*

Ph 741 Quantum Mechanics I (F; 4)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle. *Pradip Bakshi*

Ph 835-836 Mathematical Physics I, II (F, S; 2, 2)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.

Political Science

Faculty

O'Neill Chair Professor Samuel H. Beer, B.A., University of Michigan; B.A., Balliol College, Oxford; Ph.D., Harvard University

Professor Robert K. Faulkner, A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

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POLITICAL SCIENCE

Professor David Lowenthal, A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Professor Marvin C. Rintala, A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Professor Robert Scigliano, A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Professor Peter S.H. Tang, A.B., National Chengchih University; A.M., Ph.D., Columbia University

Associate Professor Gary P. Brazier, B.S., Southern Illinois University; Ph.D., University of Minnesota

Associate Professor Christopher J. Bruell, A.B., Cornell University; A.M., Ph.D., University of Chicago

Associate Professor Donald S. Carlisle, A.B., Brown University; Ph.D., Harvard University

Associate Professor Robert K. Faulkner, A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Associate Professor Donald L. Hafner, A.B., Kalamazoo College; Ph.D., University of Chicago

Associate Professor Marc K. Landy, A.B., Oberlin College; Ph.D., Harvard University

Associate Professor David R. Manwaring, Chairman of the Department

A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Associate Professor Kay L. Schlozman, A.B., Wellesley College; A.M., Ph.D., University of Chicago

Assistant Professor David A. Deese, B.A., Dartmouth College; M.A., Felcher School of Law and Diplomacy; M.A.L.D., Ph.D., Tufts University

Assistant Professor Dennis Hale, A.B., Oberlin College; Ph.D., City University

Assistant Professor Susan M. Shell, B.A., Cornell University; Ph.D., Harvard University

Instructor Rolf G. Wichmann, B.A., M.A., University of California at Berkeley

Program Description

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: All students in the department are required to take Fundamental Concepts of Political Science as the first course. A minimum of 8 courses should be taken in Political Science electives distributed among each of the following areas: American Government, Comparative Government, Political Theory and International Politics.

Course Offerings

Core Courses: Introductory

Students may take only one of these sequences.

Po 025 Politics and Government in America (F; 3)

This course will serve as an introduction to American national political structures and processes. Topics covered include political parties, pressure groups, Congress, the Presidency, the bureaucracy and the Supreme Court. Attention will be given to contemporary political developments as they illustrate typical patterns of American politics. Note: Not open to students who have taken Po 061. Counts toward core requirement.

Marie Natoli

Po 041–042 Fundamental Concepts of Political Science (F, S; 3, 3)

Introduction to the study of government systems, basic political

concepts and political science as a scholarly discipline. For majors only. Counts toward core requirement.

David Deese
Dennis Hale
Marvin Rintala
John Tierney
Rolf Wichmann

Po 061 Perspectives on American Democracy: The Organization of Power (F; 3)

Po 061 and 062 are designed as a year-long sequence providing a complete and integrated introduction to the workings of American politics; however, either semester course may be taken separately if desired. Po 061 analyzes the American political system with particular attention to how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pro's and con's of both process and results. Counts toward core requirement.

David R. Manwaring

Po 062 Perspectives on American Democracy: Major Issues of Public Policy (S; 3)

Public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services) will be surveyed. Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. For non-majors. Counts toward core requirement.

Gary P. Brazier

Po 071 Political Classics (F; 3)

A one-semester introduction to the study of political matters through the careful analysis and discussion of several outstanding writings, ancient and modern. Special emphasis is given to the problem of determining the nature, aim and forms of political community. Readings will be drawn from Plato, Shakespeare, Machiavelli, Bacon, Locke, Lincoln, Marx, Churchill, Orwell. The class will divide into small discussion sections on Fridays. Counts toward core requirement. Non-majors only.

David Lowenthal

Special Undergraduate Courses

Po 281 or 282 Individual Research in Political Science (F, S; 3)

One semester of research under the supervision of a member of the department and culminating in a long paper or some equivalent. The permission of teacher desired must be solicited.

The Department

Po 291–292 Senior Honors Program in Political Science (F, S; 3, 3)

A year of individual research, culminating in a thesis. For selected seniors. Time to be arranged jointly by each student and his or her advisor.

The Department

Undergraduate Electives

Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to twenty students, primarily juniors and seniors.

American Politics

Po 302 American National Government (S; 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. An intensive core course; not open to freshmen.

Robert Scigliano

Po 303 The Modern Presidency (F; 3)

An investigation of the development of the Presidency in the Twentieth Century. Special attention will be given to the manner in which the activist presidents from Teddy Roosevelt to Jimmy Carter have attempted to reconcile the role of domestic steward

with that of world leader. Note: Not open to students who have taken Po 304.

Not offered 1982–83

Marc Landy

Po 305 State and Local Government (F; 3)

Analysis of state constitutions, legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Gary P. Brazier

Po 306 American Parties and Elections (S; 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders.

The Department

Po 308 Public Administration (S; 3)

This is a general survey of the theory and practice of administration in the public sector. Among the topics treated are: theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. Special emphasis will be placed upon encouraging the student to develop an understanding of the problems and potential of administration in public organizations.

Not offered 1982–83

Dennis Hale

Po 309 The Legislative Process (F; 3)

This course examines the policy making process in American legislatures. It focuses primarily on the U.S. Congress. The course attempts to assess the impact of the following factors on the legislative process: committee structure, interest groups, individual personality, established procedure, legislative elections, legislative staff, the Executive, and party leadership.

John Tierney

Po 310 Politics and the Administration of Justice (S; 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights. A discussion section will be run for graduate students, given sufficient demand.

Not offered 1982–83

David R. Manwaring

Po 311 Urban Politics (F; 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

Dennis Hale

Po 313 Political Life in American Democracy (F; 3)

Not offered 1982–83

Kay Schlozman

Po 316 Topics in American Politics: The President, Congress and the War Power (S; 3)

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Not offered 1982–83

Robert Scigliano

Po 317 American Presidency (F; 3)

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Note: Not open to students who have taken Po 303.

Robert Scigliano

Po 319 National Security Policy (F; 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary

matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

Po 320 Debates on Civil Liberties (S; 3)

Instructors will debate policy alternatives in the area of church-state relations, freedom of speech and press and defendant's rights. Historical, legal and philosophical materials are used to explicate these issues. Particular attention is paid to problems raised by school prayers, aid to church schools, obscenity, revolutionary political groups, and police interrogation and surveillance. A discussion section will be run for graduate students. Intensive core course; not open to freshmen.

David Lowenthal

David R. Manwaring

Po 321 American Constitutional Law (F; 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

David R. Manwaring

Po 324 Federal Administration (S; 3)

This course will be devoted to an examination of the politics of public organization and administration at the level of American national government. Special consideration will be given to the political relationships involving the President, federal agencies, Congress, and private interest groups. An underlying theme of the course will be an assessment of the political problems inherent in policy implementation, policy change, and accountability in the federal bureaucracy.

Dennis Hale

Po 325 Intergovernmental Relations (F; 3)

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Offered 1983–84

Gary P. Brazier

Po 327 Politics and Policies in Metropolitan Areas (F; 3)

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Not offered 1982–83

Gary P. Brazier

Po 328 Women in Politics (S; 3)

In this course various aspects of women's experiences in political, economic and social life will be examined in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the woman's movement both as it emerged during the 19th century and as it is developing today.

Not offered 1982–83

Kay Schlozman

Po 329 American Political Ideas and Institutions (F; 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Not offered 1982–83

Robert Scigliano

Po 330 The Politics of Health and Welfare (S; 3)

Not offered 1982–83

The Department

Po 332 The "Great Rights": The First Amendment and American Democracy (S; 3)

Intensive consideration of two distinctly American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also

be devoted to political and social impact of these principles and recent political controversies which they have fostered.

David R. Manwaring

Po 334 The Politics of Energy and the Environment (S; 3)

This course assesses the impact of politics upon environmental control and energy development. Among the specific policy areas which it examines are: air and water pollution, hazardous waste disposal, land use, coal, oil, electricity production and nuclear energy.

Marc Landy

Po 336 Pressure Groups: Private Power and the Public Interest (S; 3)

This course will examine the nature of private interest groups and their role in the formation of public policy. Special attention will be paid to the degree to which the public interest is served—or is not served—by the process of competition between such groups. Extensive use will be made of case studies such as the politics of medicare, pollution, and corporate regulation.

The Department

Po 338 Judicial Process (S; 3)

A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system.

Robert Scigliano

Po 339 Public Policy (F; 3)

A systematic study of the determinants, content and outcomes of public policy making in the United States and of the methods which have been developed for analyzing policy formation in specific public program areas. Special attention will be paid to evolutionary trends in policy making and their likely effects upon the future scope and substance of governmental activity.

Marc Landy

Po 343 Politics and Inequality (F; 3)

This course will consider the nature of political and social inequality and its relation to politics. Various bases of inequality—race, sex, class, age, caste—will be discussed. The course will also examine political demands for equality and the ways in which modern governments intervene in society to promote equality. Although illustrative materials will be drawn mainly from American politics, other nations—traditional and modern—will be discussed as well.

Not offered 1982–83

Kay L. Schlozman

Po 345 Political Socialization (F; 3)

The learning of political behavior. The course will cover ways in which people learn political orientations and values; the agents of socialization (e.g., family, the media, events, school structures); and the effects of this learning process on the political system.

Marie Natoli

Po 347 Representation/Citizenship (F; 3)

These two topics of American politics will be the subjects of intensive examination, with about half the term being given to each. In the study of representation we will be interested in elective democracy and participatory (direct) democracy and in non-elective forms of representation such as bureaucratic and judicial representation. The study of citizenship will be concerned with the meaning of citizenship, how citizenship is gained and lost and the differences between citizens and aliens.

Robert Scigliano

Po 352 Urban Politics Seminar (S; 3)

Seminar in Political Biography. This seminar will study urban politics by studying the lives of city politicians, as recorded in biographies and autobiographies. Primarily these will be studies of mayors, but some lesser office-holders (aldermen, ward leaders, etc.) and some higher office-holders (governors) will be included for comparison. The study of political biography will provide an opportunity to study the motives, personalities, and careers of politicians at the level of local government; the cities themselves; and the institutional and political framework of city government. Subjects will include the following: James M. Curley of Boston; Al Smith, Fiorello LaGuardia, Robert Wagner, John Lindsay, William Tweed, and Carmine DiSapio, all of New York City; Ed

Crump of Memphis; Tom Pendergast of Kansas City; Cermak and Daley of Chicago; Huey Long of Louisiana; Richard Lee of New Haven; and Kevin White of Boston.

Not offered 1982–83

Dennis Hale

Po 354 Public Administration Seminar (S; 3)

This will be an advanced undergraduate seminar for those students wishing to pursue the subject of public administration beyond the introductory level. Among the topics to be considered are the following: the theory of administration; public administration as a government function and as a scholarly discipline; the nature of modern bureaucracy; the expanding apparatus of the central state; public budgets; recruiting and managing personnel in public agencies; and the distinctions among federal, state, and city administration. Readings will draw on case studies, scholarly journals, and the most recent books in the field. Prerequisite: Po 308, Po 324, or permission of instructor.

Dennis Hale

Po 355–356 Internship Seminar: Policy and Administration in State and Local Government (F, S; 6, 6)

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities.

Juniors and seniors selected on the basis of fitness for assignment to public offices.

Gary P. Brazier

Po 358 Comparative State Legislatures (S; 3)

This course examines the current effort to move beyond case studies of individual state legislatures to a broader and more theoretical comparative approach. Topics will include: characteristics of individual legislators, committee systems, the “professionalization” of state legislatures, state legislative elections, the impact of legislative procedures on policy outcomes, and the attempt to assess the performance of state legislatures.

Not offered 1982–83

The Department

Po 364 The New Deal: A Transformation of American Politics and Public Policy (S; 3)

An examination of the New Deal in terms of American political development. It includes an intensive examination of the specific political and policy developments and debates of the period and of the role of FDR’s political leadership in shaping those developments.

Marc Landy

Po 366 Political Economy and Public Policy (S; 3)

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives.

Not offered 1982–83

Marc Landy

Po 367 Topics in Intergovernmental Relations (F; 3)

Our subject will be the politics of intergovernmental relations in the contemporary welfare state, specifically the interaction of subnational governments and national governments in making policies, framing programs and delivering services. We will look at the relations of the Federal level with the state-local level and at parallel developments within the states. Main focus will be on the experience of Massachusetts. Comparisons will be made with other federal systems (e.g., Canada) and unitary systems (e.g., Great Britain).

Samuel H. Beer

Po 371–372 Women in Political and Governmental Careers (F, S; 3, 6 undergraduate; 3, 3 graduate)

A year-long program designed to encourage and educate women in the intricacies and realities of the political world and to develop the skills necessary to seek appointive or elective office and employment in local, state or national government. Entry into this special program is by permission of the instructor.

Betty Taymor

Comparative Politics

Po 405–406 Politics in Western Europe (F, S; 3, 3)

A comparative analysis of political thought, action, and organi-

zation in the United Kingdom, France, Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics. Intensive core course; not open to freshmen.
Marvin Rintala

Po 407 The Government and Politics of East Central Europe (F; 3)

This course analyzes the political development as well as domestic and foreign policies of eight Communist-controlled countries of East Central Europe, namely, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Emphasis is placed on their Communist seizure of power, processes of Sovietization, as well as their relations among the Communist bloc countries and with non-communist countries. Special attention is paid to the character of the Party and state, quality and standing of the leadership, as well as formulation and evolution of the political, military, economic, social and cultural policies.

Not offered 1982–83

Peter S.H. Tang

Po 409 The Soviet Political System (F; 3)

This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern industrial polity.

Donald S. Carlisle

Po 410 Government and Politics of China (S; 3)

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

Peter S. H. Tang

Po 412 Comparative Urban Politics (S; 3)

A comparison of selected American and non-American cities with respect to their traditions, politics and problems.

Gary P. Brazier

Po 413 Development and Modernization in the Third World (F; 3)

Comparative analysis of development strategies in less developed countries. Theories of development and modernization will be discussed as well as development policy in mainly contemporary and some historical experience. Special attention will be paid to agrarian transformation and land reform, industrialization, trade, and capital and technology transfer. The course will also focus on the role of institutions in development and modernization processes and will analyze the nature of the traditional peasant economy.

Rolf Wichmann

Po 414 Power and Policy: The USA and the USSR (S; 3)

An analysis of the parallel, divergent, and interacting development patterns of the Soviet Union and the United States since 1929. Both domestic and foreign policy will be examined. The triangular relationship of the U.S.S.R., the U.S.A., and China will also be explored. Political leadership, policy problems, and ethnic-national issues in both the Soviet and American systems will be given special attention.

Not offered 1982–83

Donald S. Carlisle

Po 422 Crisis Politics: Violence, Revolution and War (S; 3)

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and “total war” in the twentieth century. Attention will also be given to the Vietnam episode and to events in America. Intensive core course; not open to freshmen.

Donald S. Carlisle

Po 426 Revolution and Social Change in the Islamic Middle East (S; 3)

This course will offer an introduction to the politics of the Middle East in the 20th Century as well as a description and analysis of

the social and political forces that are transforming it. Subjects to be covered will include Islam and traditional Islamic political and social institutions, the impact of the West and colonialism, nationalism, radicalism, and the revival of militant fundamentalist Islam as a political force in the region.

Rolf Wichmann

Po 428 State and Development in Latin America (S; 3)

This course will discuss the role of the state in the economic development and social transformation of Latin America. Development policies as well as the social and political forces influencing their formulation will be analyzed. Of particular interest will be the comparative analysis of populist, socialist and military-technocratic states and their respective development policies. After a general overview, the course will focus on Brazil, Chile, Peru, Cuba, Nicaragua and Mexico.

Not offered 1982–83

Rolf Wichmann

Po 434 Comparing National Strategies: Foreign Economic Security Policies (S; 3)

Lecture, with discussions; compares the processes and patterns of foreign policy in three developed and developing nations; focuses on foreign economic and security issues, including energy and its relationship to national security.

David Deese

Po 451 Topics in Latin American Politics (F; 3)

Seminar on Latin American politics. Topic will vary from year to year. Themes will include comparative studies of development policies, regime types and other aspects of political, economic and social change. Some emphasis will be placed on historical patterns of Latin American political and economic development.

Rolf Wichmann

Po 453 Politics and Social Change in the Contemporary Middle East (F; 3)

This seminar will focus on a number of topics of special relevance to the study of the region. Topics will include Arab nationalism and socialism, traditional Islamic political and social institutions, contemporary Islamic radicalism, the relationship between oil revenues and national development, regional rivalries and conflicts, and the influence of great powers in the area.

Not offered 1982–83

Rolf Wichmann

Po 461 Power and Personality (F; 3)

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

Not offered 1982–83

Marvin Rintala

Po 462 Parties and Party Systems (S; 3)

This seminar tries to define the concepts of party and of party system and to distinguish different types of parties and of party systems in selected modern political systems, especially in Western Europe. Class discussion will focus first on common readings and then on individual research projects.

Marvin Rintala

International Politics

Po 501 International Politics (F; 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

Donald L. Hafner

Po 504 International Politics of Europe: World War II to the Present (S; 3)

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.

Donald L. Hafner

Po 505 American Foreign Policy (F; 3)

An examination of major patterns of United States foreign policy with special emphasis on the twentieth century. Contemporary

problems of foreign policy, e.g. SALT, The Middle East and Indo-China, will be treated in the context of international relations with special reference to area and subject factors, and milestones of American foreign policy and the U.S. decision-making process, as illustrated by case studies. The effect of current events are dealt with in regular discussion and related to the subject matter of the course.

The Department

Po 506 Soviet Foreign Policy (S; 3)

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries; (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country," the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Donald S. Carlisle

Po 508 International Communist Movement (S; 3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

Peter S.H. Tang

Po 509 International Organization (F; 3)

Not offered 1982-83

The Department

Po 510 Comparative Foreign Policies (S; 3)

An examination of the foreign policies of major powers of the twentieth century, including Britain, France, the two Germanys, the U.S.S.R., China and Japan on problems of relevance to the United States, e.g. European security, peace in the Far East, and the development of less industrialized countries. Domestic factors are related to foreign policy. Special reference will be made to the policies of the developing nations as they affect the peace and security of mankind. Current events are discussed in the context of lecture-discussions.

The Department

Po 511 Sino-Soviet Relations (F; 3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

Not offered 1982-83

Peter S.H. Tang

Po 516 International Politics: The American Perspective (S; 3)

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

Donald Hafner

Po 522 Politics of the Third World: Communism, Nationalism and Modernization (S; 3)

A study of the interaction of nationalism and cold war politics in the economic and political development of countries in Asia, Africa and Latin America. Subjects dealt with include the relevance (as seen by both sides) of communist ideology to problems of nation-building and development; indigenous movements such as pan-Africanism and pan-Arabism; Sino-Soviet competition for support from the national liberation movement; and the evolution of American, Soviet and Chinese policies toward selected countries such as India, Cuba, and the Congo, as well as local conflicts such as the Arab-Israeli confrontation.

Not offered 1982-83

Peter S.H. Tang

Po 525 The Politics of International Economic Relations (F; 3)

Reviews the three contending classical approaches to the study of international political economy; liberalism, Marxism and mercantilism. Focuses on international trade, finance and investment (the multinational corporation) and the underlying theory of international regimes. Extends these regimes to the fundamental and more political structure imposed by East-West and North-

South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in the world market.

David Deese

Po 551 International Law and Politics (F; 3)

This seminar is designed to acquaint students with fundamentals of international law and politics. It consists of basic readings in these fields including works on International Law and Organization. The student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. International problems relating to individual responsibility under international law are specially treated. Current events relating to this Problematik are dealt with in regular discussions.

The Department

Po 556 Arms, Strategy and International Control (S; 3)

This seminar probes the theory, evolution and current issues of grand strategy and arms control. It includes comparative strategy; the role of economic determinants of strategy, and strategy in the Western Alliance.

David Deese

Po 562 Contemporary International Politics Analysis (S; 3)

An examination of contemporary, theoretical perspectives and analytic techniques applied to the relations among nations. Some background in American or European foreign policy or in international relations is recommended.

Not offered 1982-83

Donald Hafner

Political Theory

Po 601 Introduction to History of Political Philosophy (F; 3)

An introduction to the history of political philosophy. Readings will include works of Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Nietzsche.

Not offered 1982-83

Susan Shell

Po 604 Problems of Liberal Society (S; 3)

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of virtue.

Not offered 1982-83

David Lowenthal

Po 605 Foundations of Modern Political Philosophy (F; 3)

An introductory consideration of a few seminal works that have shaped subsequent theories and, to some extent, modern civilization. Readings for 1982-83 will be drawn from works of Machiavelli, Bacon, Hobbes, and Nietzsche.

Robert K. Faulkner

Po 608 American Political Thought (S; 3)

A study of the fundamentals of American politics, as revealed in the speeches and writings of statesmen and commentators. Readings will be drawn from the works of Benjamin Franklin, Alexander Hamilton, John Calhoun, Abraham Lincoln, Frederick Douglass, Woodrow Wilson, F. D. Roosevelt, and selected contemporary figures. A graduate section may be offered.

Not offered 1982-83

Robert K. Faulkner

Po 612 Political Philosophy of Plato (S; 3)

Not offered 1982-83

Christopher J. Bruell

Po 614 The Behavioral Study of Politics (S; 3)

Not offered 1982-83

Donald L. Hafner

Po 616 Modern Political Theory (S; 3)

An examination of some major works of political philosophy from the period of Rousseau to the present, concentrating on the emerging critique, from both the right and the left, of modern liberal democracy. Readings will be drawn from the works of Rousseau, Kant, Comte, Marx and Nietzsche.

Not offered 1982-83

Susan Shell

Po 617 Introduction to the Philosophy of Law (F; 3)

An introduction to philosophical thought about the law. The course will begin with consideration of the debate about the relations between law and morality and about the possibility of permanent standards in law and politics; several readings on these problems will be drawn from the works of writers influential in contemporary thought, politics and law. The major part of the course will be devoted to study of these same problems as

they are discussed in several of the classic works of political philosophy. *The Department*

Po 620 Fundamental Concepts of Classical Political Philosophy (S; 3)

This course is meant to provide an introduction to classical political philosophy. The theme for the semester will be justice. What does justice mean for the individual and the political order? What are the disputes which arise about it? Does classical political philosophy provide solutions for these? Readings will be mainly in Plato and Aristotle.

Not offered 1982–83

Christopher J. Bruell

Po 622 Thucydides, War and Peace (S; 3)

The course is a study of Thucydides' work on the 27-year Spartan-Athenian War. The aim is to discover and consider Thucydides' understanding of the causes of war, the prospects for peace, the relation to questions of war and peace of differences in government and national character, the varieties of political leadership and the responsibilities of political leaders.

Christopher J. Bruell

Po 625 Democracy: Kinds, Advantages, Disadvantages (F; 3)

A study of various sorts of popular regimes, chiefly non-American and non-liberal. Examples considered will include modern Swedish social democracy and the ancient democratic empire of Athens. Some theorists of democracy will be read.

Not offered 1982–83

Robert K. Faulkner

Po 627 Shakespeare's Political Wisdom I (F; 3)

Tragedy and Comedy; *Hamlet*, *King Lear*, *Macbeth*; *Midsummer Night's Dream*, *Measure for Measure*, *The Tempest*.

David Lowenthal

Po 628 Shakespeare's Political Wisdom II (S; 3)

Rome and England; *Coriolanus*, *Julius Caesar*, *Antony and Cleopatra*; *King John*, *Henry IV*, *Henry V*, *Richard III*. (May be taken separately from Po 627.)

David Lowenthal

Po 631 Ethics and Politics (F; 3)

To what extent can or should moral considerations govern political calculations? This is a perennial question, most visible just now in disputes between hard-hearted realists, who calculate as to balances of power and national interest, and concerned idealists, devoted to human rights and peace. Readings will be drawn from contemporary disputes, and from writings of Machiavelli, Bacon, Nietzsche, Xenophon, and others.

Robert K. Faulkner

Po 633 Xenophon and Socrates (F; 3)

Not offered 1982–83

Christopher J. Bruell

Po 634 Contemporary Political Theory (S; 3)

A consideration of 20th Century political theory with special attention to Nietzsche and his legacy.

Not offered 1982–83

Susan Shell

Po 635 Plato's Republic (F; 3)

Not offered 1982–83

Christopher J. Bruell

Po 654 The Political Philosophy of Hegel (S; 3)

An examination in detail of Hegel's writings on history and politics.

Not offered 1982–83

The Department

Po 656 Studies in Modern Political Theory (S; 3)

A study of selected topics in political thought after Hegel, with concentration on the major critics of liberal democracy.

Not offered 1982–83

The Department

Po 660 The Thought of Mao Tse-Tung (S; 3)

A seminar analyzing Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations as well as its application at home and influence abroad.

Not offered 1982–83

Peter S. H. Tang

Po 664 Political Argument (S; 3)

What must one keep in mind to speak and write in a political fashion—and what sacrifices of truth and candor might be required? This seminar examines such questions by considering

two models: certain famous American speeches (by Washington, Jefferson, Lincoln, and F.D. Roosevelt), and a classic text, Aristotle's *Rhetoric*.

Not offered 1982–83

Robert K. Faulkner

Po 666 Politics, Art and Literature: The Russian Experience (S; 3)

Central attention in this course is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn. (Not open to those who have taken Po 416.)

Donald S. Carlisle

Po 668 German Idealism (S; 3)

An intensive study of German Idealist thought. Particular attention will be paid to such topics as justice, freedom, and the relation between theory and practice.

Not offered 1982–83

Susan Shell

Psychology

Faculty

Professor Joseph R. Cautela, A.B., Boston College; A.M., Ph.D., Boston University

Professor Marc A. Fried, Director of Psycho-Social Studies B.S., City College of New York; Ph.D., Harvard University

Professor Murray Horwitz, B.S.S., College of the City of New York; Ph.D., University of Michigan

Professor William Ryan, A.B., Ph.D., Boston University

Visiting Professor Joseph J. Tecce, A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

Professor John M. vonFelsinger, A.B., Kent State University; A.M., Ohio State University; Ph.D., Yale University

Associate Professor Daniel J. Baer, A.B., LaSalle College; A.M., Ph.D., Fordham University

Associate Professor Ali Banuazizi, B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Associate Professor Norman H. Berkowitz, A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Associate Professor Donnah Canavan-Gumpert, A.B., Emmanuel College; Ph.D., Columbia University

Associate Professor Randolph Easton, Chairman of the Department B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Associate Professor Peter Gray, A.B., Columbia University; Ph.D., Rockefeller University

Associate Professor Marianne LaFrance, A.B., University of Windsor; A.M., Ph.D., Boston University

Associate Professor G. Ramsay Liem, A.B., Haverford College; Ph.D., University of Rochester

Associate Professor Michael Numan, B.S., Brooklyn College; Ph.D., University of Chicago

Associate Professor Michael Saks, B.S., Pennsylvania State University; A.M., Ph.D., Ohio State University

Assistant Professor John D. Golenski, S.J., A.B., Boston College; Ed.D., Harvard University

Assistant Professor Michael Moore, A.B., A.M., Ph.D., Harvard University

Assistant Professor William M. Nasby, B.A., Brown University; Ph.D., Harvard University

Assistant Professor Ellen Winner, A.B., Radcliffe College; Ph.D., Harvard University

Program Description

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

The Psychology Department urges its majors to seek Psychology faculty advisement prior to each University Registration period and Psychology faculty provide expanded office hours for this purpose.

Students majoring in Psychology must meet the following requirements:

1. Introduction to Psychology in their first year. These courses—Introduction to Psychology as a Natural Science (Ps 073) and Introduction to Psychology as a Social Science (Ps 074)—may be taken in either order.
2. Statistics (Ps 190) in their second or third year.
3. One of the various research practica in either their third or fourth year.
4. At least one elective from the following: Learning Theories (Ps 144), Perception (Ps 143), Physiological Psychology (Ps 150), Cognitive Psychology (Ps 147), Evolution of Behavior (Ps 270), or Sensory Psychology (Ps 140).
5. At least one elective from the following group: Personality Theories (Ps 101), Social Psychology (Ps 131), Social Structure and Behavior (Ps 121), Developmental Psychology (Ps 136), or Abnormal Psychology (Ps 139).
6. Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for nonmajors (those with numbers below 070) are not to be included among the eight counted toward a major.
7. In addition, Psychology majors must take two departmentally approved courses in mathematics (Mt 004–005, Mt 014–015, Mt 072–073, Mt 100–101, or any Mt course above Mt 100–101) and two courses with laboratories in either Biology (Bi 110–112, Bi 210–212, Bi 130–132), Chemistry (Ch 101–102, Ch 109–110) or Physics (Ph 111, 112, 183, 184; with lab 101, 102).

Courses with numbers below 070 are primarily for nonmajors to meet core requirements and do not satisfy requirements for majors. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme. Nonmajors may take Ps 073 and Ps 074; however, these courses will not fulfill the core requirement for nonmajors.

To majors who wish to focus their Psychology curriculum on one of the following areas, the following concentrations are available:

1. **Psychology/Management—**
Psychology faculty advisor: Dr. Norman Berkowitz
2. **Psychobiology—**
Psychology advisors: Drs. Peter Gray and Michael Numan
3. **Speech Science—**
Psychology advisor: Dr. Randolph Easton

In addition, students have the opportunity to undertake a five-year, joint Psychology/Social Work Master's degree program. Psychology faculty advisor: Dr. Michael Moore.

Interested students may obtain basic informational material from the Psychology main office, McGuinn 300–301.

Regarding the University Social Science Core Requirement:

Non-majors may fulfill the University Social Science Core requirement with any Psychology course with a number below 070. These are the only Psychology courses which fulfill the non-major Core requirement.

Psychology majors fulfill the University Core requirement by virtue of their completion of the Psychology major.

Course Offerings

Core Courses

These courses satisfy the University social science core requirement for non-majors. They may also be taken by majors but do not satisfy any of the requirements for the Psychology major.

Ps 010 Major Themes in Psychological Thought (F, S; 3)

Since man began to think, he has been striving to understand Man. This course addresses a few of the major, enduring issues in this quest. Topics will be selected from such issues as:

—How does the mind affect the body? OR is there a “mind”?

—Is man best understood as an individual creature or as a social being? As a species or as a specimen?

—Is man moved mostly by what is inside (genes, instincts, “complexes”) or what is outside (rewards, punishments, life events, reactions of others)?

—What is “normal”, what is “abnormal”?

—What do we mean by “insanity”?

Three instructors, with different backgrounds and areas of specialization, will teach the course jointly, approaching the issues both historically and in relation to contemporary psychological theory and research.

Ali Banuazizi

Peter Gray

Ellen Winner

Ps 042 Psychology of the Mind (F; 3)

An attempt to comprehend the capacities of the human person using the brain and its functions both as metaphor and as explanation. A major focus of the course will be neuropsychology, the study of neural mechanisms underlying human behavior. This course will offer the student a rudimentary introduction to the anatomy and physiology of the central nervous system, a cursory review of current research linking these facts with the facts of behavior, and some principles for judging the explanatory value brain-behavior correlations have for common human events and experiences.

John D. Golenski, S.J.

Ps 055 Fundamentals of Humanistic Psychology (S; 3)

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioli, etc.

Margaret Gorman

Ps 058 Inequality: Psychological and Social Consequences (F; 3)

This course will examine contemporary forms of inequality and their organization within status systems. Attention will be devoted to the ways in which these status systems are affected by economic, political, and social structures. Primary emphasis, however, will be on the consequences of inequality and the corresponding status systems for attitudes, personality, interpersonal relations, community and residential behavior, family life, and work and leisure. American patterns of inequality will be compared with those in other countries and societies. This course will have lecture and discussion sections.

Marc Fried

Ps 062 The Psychobiology of Mental Disorders (S; 3)

The abnormal behaviors characteristic of mental disorders are described and discussed with respect to psychological and biological origins and treatments. Students are instructed in a relaxation technique.

Joseph Tecce

Majors' Courses

The following courses may be taken by both majors and non-majors who have fulfilled the appropriate prerequisite, however they do not satisfy the University social science core requirements for non-majors.

Ps 073 Introduction to Psychology as a Natural Science (F, S; 3)

This course provides an introduction to experimental psychology and biopsychology. The following topics will be presented: sci-

entific methodology, sensation and perception, physiological psychology, behavioral development, learning and memory, cognitive psychology, evolution and genetics of behavior, animal behavior, motivation and emotion. **This course does not satisfy the University social science core requirement for non-majors.**

Joseph Tecce
To be announced

Ps 074 Introduction to Psychology as a Social Science (F, S; 3)
An introduction to Psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health. **This course does not satisfy the University social science core requirement for non-majors.**

Norman Berkowitz
Donnah Canavan-Gumpert
William Nasby

Ps 101 Personality Theories (F, S; 3)

Prerequisite: Ps 074

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

Donnah Canavan-Gumpert
Ramsay Liem

Ps 121 Social Structure and Behavior (F, S; 3)

Prerequisite: Ps 074

The impact of socioeconomic conditions and cultural factors on individual and group behavior in Western and non-Western societies.

Ali Banuazizi

Ps 131 Social Psychology (F, S; 3)

Prerequisite: Ps 074

A review of the research literature on how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influence, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

Marianne LaFrance

Ps 136 Developmental Psychology (F; 3)

Prerequisite: Ps 073 or Ps 074

General psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development will be considered along with the theoretical and practical implications of studying age differences in behavior.

Michael Moore

Ps 139 Abnormal Psychology (F, S; 3)

Prerequisites: Ps 073 or Ps 074 Recommended: Ps 101

Beginning with divergent contemporary views of the meaning of "abnormal" in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

Ramsay Liem
William Nasby
John vonFelsinger

Ps 140 Sensory Psychology (S; 3)

Prerequisite: Ps 073

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments.

Randolph Easton

Ps 143 Perception (F; 3)

Prerequisite: Ps 073; Recommended: Ps 140

The goal of this course is to account for the nature of our conscious, perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference vs. Gibsonian direct detection—will be compared and contrasted by considering major perceptual phenomena. Discussion topics will emphasize visual perception and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to

understanding perception will be stressed in later stages of the course.

Randolph Easton

Ps 144 Learning Theories (S; 3)

Prerequisite: Ps 073

An analysis of contemporary learning theories as they relate to basic problems in learning. Some laboratory work will be involved.

Joseph Cautela

Ps 147 Cognitive Psychology (F, S; 3)

Prerequisite: Ps 073

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man.

Michael Moore
To be announced

Ps 150 Physiological Psychology (F; 3)

Prerequisite: Ps 073 or Bi 111-112 or Bi 211-212

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology will be presented first. Using this background, the physiology of (a) sensory and motor processes, (b) sleep and arousal, (c) motivation and (d) psychopharmacology will be discussed. The course emphasizes basic rather than complex behavioral processes because this is where our understanding of the brain mechanisms involved is most advanced.

Peter Gray

Ps 158 Piaget's Theory of Intelligence (F; 3)

Prerequisites: Ps 147 or consent of the instructor

This course examines the cognitive development of the child. Piaget's theory of the development of intelligence is the central focus of the course, but alternative, often rival theories and approaches are considered as well. Topics treated include: the emergence of the ability to symbolize, the development of language, the evolution of logical thought and the cognitive effects of schooling.

Ellen Winner

Ps 180 Industrial Psychology (F, S; 3)

Prerequisite: Ps 074

Applications of psychology to various problems in industry such as human relations and management; decision making; principles of human performance; organizational behavior; jobs and occupations; employee selection and placement; job efficiency assessment; employee training and employee morale; safety and engineering psychology; psychology of the consumer, advertising, and selling.

Boleslaw Wysocki

Ps 190 Statistics (F, S; 3)

Course will present an introduction to those elementary statistics essential to the conduction of scientific research. Topics will include basic probability, the normal distribution, standard scores, estimation of hypothesis testing, t-scores, chi-square, analysis of variance, and simple correlation and regression.

Norman Berkowitz
Randolph Easton
To be announced

Ps 209 Clinical Psychology (F; 3)

Prerequisite: Ps 139

The theory and practice of clinical psychology with special attention to the current practices, professionals and institutions comprising the mental health field. Each student will be expected to devote some time to volunteer work in a caretaking institution.

John vonFelsinger

Ps 215 History of Psychology (S; 3)

Prerequisite: Ps 073 or 074

Psychology has attempted to be many things—the refined art of healing disturbed personalities, the rigorous science of thought, the technology which predicts and controls behavior, even the theoretical framework for education. This course will follow the stories of each of these traditions within the psychological enterprise, focusing on prominent workers in each movement, reading key theoretical statements, reviewing the important experiments

or clinical studies, and considering the contribution of each to the understanding of the human person.

John D. Golenski, S.J.

Ps 225 Psychology of Grief and Dying (F; 3)

Prerequisite: Ps 074

This course is a departure from the usual course structure of disinterested study. Persons who work with the grieving and the dying will contribute to class discussion and class participants will have the opportunity to visit sites and persons (hospitals, morgues, funeral homes; nurses, physicians, morticians, clergy, counselors, etc.) involved in the structure of death in our culture. Concurrent experiences and processing as well as readings will help reveal the pervasive presence of grief and the defenses against it as powerful blocks to loving and life.

John D. Golenski, S.J.

Ps 234 Advanced Developmental Psychology (S; 3)

Prerequisite: Consent of the professor.

Recommended for juniors and seniors. An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. The student will be responsible for a class presentation in an area of his/her choice.

Michael Moore

Ps 235 The Psychology of Social Change (S; 3)

Prerequisites: Ps 074 and Ps 131

This seminar will address the forms of conflict, stress, and dissatisfaction that serve as psychological forces stimulating social change. Several different forms of social change will be considered: gradual shifts, intensified conflicts, and revolution. The extent to which general principles or specific and different conditions operate to account for politico-economic, socio-cultural, and aesthetic-scientific change will be considered on the basis of case studies. The interrelationship between psychological processes, on the one hand, and social, demographic, and technological forces, on the other will provide the core for models of the dynamics of social change.

Marc A. Fried

Ps 246 Social Psychology of the Family (F, S; 3)

Prerequisites: Ps 074 or Ps 131

A seminar on research and theory in family dynamics. Topics include: impact of family systems upon the individual; group and organizational dynamics of families; ethnic and community influences on family functioning; family life cycles; therapeutic and social psychological interventions designed to diminish conflicts and improve the quality of family life.

Murray Horwitz

Ps 249 The Psychology of Nonverbal Communication (F; 3)

Prerequisite: Ps 074

An analysis of human communication with particular emphasis on the nonverbal modes of interchange. Course readings include material on facial expression, body movement and gesture, gaze behavior, personal space, and paralanguage. Focus is on what nonverbal and verbal behaviors communicate about the psychology of the individual, about the relationship between people and about the social rules that guide human interaction.

Marianne LaFrance

Ps 250 Advanced Physiological Psychology (S; 3)

Prerequisites: Ps 150 and consent of the professor.

Each student in this course will study topics of his or her own choosing in physiological psychology, and will prepare papers and class presentations pertaining to those topics. In addition, there will be an opportunity to study brain anatomy and to acquire familiarity with certain basic techniques in physiological psychology, for those who are interested.

Peter Gray

Ps 251 Psychology of Language (S; 3)

Prerequisite: Ps 073

This course examines the processes by which children acquire a first language. The course will focus on normal language development, but will also consider language disorders in childhood and possible language capacities in non-human primates.

Ellen Winner

Ps 252 Naturalistic and Participant Observation (S; 3)

Prerequisite: Ps 074

An examination of how insights and knowledge about human behavior can be collected by means of systematically observing

it in natural settings. Students will design and carry through an observational study in an area (e.g., social, developmental) or topic (sex differences, father-child interaction) of their choosing.

Marianne LaFrance

Ps 255 Environmental Psychology (F, S; 3)

Prerequisites: Ps 073 or Ps 074

The significance of the physical and social environment for the behavior of individuals, groups, and populations. This course will trace the effects of natural ecology, and the structure of the physical and social milieu on personal and social functioning. Particular attention will be devoted to contemporary urban, metropolitan conditions.

Marc Fried

Ps 256 Theory and Application in Group Dynamics (F; 3)

Prerequisite: Ps 074

The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be accomplished through lecture, readings and discussion. Attention will be given to implications for improving member and group effectiveness in task accomplishment. Content will include comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership. Two examinations and an optional extra-credit paper will constitute the primary basis for grading.

Norman Berkowitz

Ps 260 Humanistic Psychology (F; 3)

Prerequisites: Ps 074 or approval of the professor

Critical reading of the relevant works of the precursors and chief representatives of humanistic psychology such as Freud, Jung, Maslow, May, Rogers, Assagioli, Bugental, etc.

Margaret Gorman

Ps 265 Psychological Assessment (F; 3)

Prerequisite: Ps 074; Recommended: Ps 101

The course will emphasize issues and techniques of personality and clinical assessment. Technical and methodological principles of test construction (e.g., the evaluation of reliability and validity, as well as the establishment of norms and the interpretation of test scores) will receive extensive treatment. The survey of specific assessment procedures will range from traditional devices, including a variety of structured ("objective") and unstructured ("projective") techniques, to less traditional, but increasingly popular, techniques of behavioral assessment and sampling. A major theme of the course will address the feasibility and value of devising and applying techniques of personality assessment derived from the experimental laboratory.

William Nasby

Ps 270 Evolution of Behavior

Prerequisites: Ps 073 or Bi 111-112 or Bi 211-212

This course deals with evolutionary aspects of animal and human behavior, emphasizing the importance of behavior for the survival and reproduction of individuals in their natural environments. Basic genetics and evolutionary biology will be presented first. The following topics will then be discussed: (a) behavior genetics, (b) the nature/nurture problem, (c) the role of behavior in the formation and maintenance of separate species, (d) imprinting, (e) territoriality, dominance hierarchies and aggression, (f) the evolution of mating systems (monogamy versus polygamy), and sex differences in behavior, (g) the evolution of helping behavior or altruism.

Not offered 1982-83

Michael Numan

Ps 273 Behavior Therapy with the Elderly (S; 3)

Prerequisite: Any psychology course or the consent of the instructor

The course will focus on increasing the quality of life of the elderly. A behavioral approach will be used to increase the general level of reinforcement and teach coping skills to deal with problematic behavior. Demonstrations, films, and field trips will be included.

Joseph Cautela

Ps 276 Behavior Therapy with Children (F; 3)

General principles of behavior therapy will be described and discussed. The application of behavior therapy procedures to modify children's behavior in school settings and home environments

will be presented. The application of behavior modification to children's physical disorders as well as to social learning problems will also be presented. There will be classroom demonstrations and guest lectures. *Joseph Cautela*

Ps 277 Work and Unemployment: Psychological and Social Implications (F; 3)

Prerequisites: Ps 101 or 121 or 139 or consent of instructor

This course has two main objectives: first, our aim will be to examine the psychological and social implications of a major contemporary social concern—involuntary job loss—through a variety of theoretical and research contributions. Second, through this course of study, participants will be encouraged to consider how the case of unemployment can inform us about the often obscure connection between personal well-being and the broadest societal conditions. The course will be conducted as a seminar with substantial student participation. *Ramsay Liem*

Ps 280 Behavioral Medicine (F; 3)

The application of behavioral principles to the prevention, assessment and treatment of organic illness such as asthma, arthritis, ulcers, migraine, seizures. Demonstrations and field trips provided. *Joseph Cautela*

Ps 290 Psychotherapy (S; 3)

Prerequisites: Ps 101 and Ps 139

A comparative evaluation of major psychotherapeutic methods emphasizing psychoanalytic and existential theory. *John vonFelsinger*

Ps 292 Seminar in College Teaching (F, S; 3)

Prerequisite: Senior and Junior majors only

Designed to provide undergraduate student with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.

By arrangement

The Department

Ps 297-298 Reading and Research (F, S; 3, 3)

Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the department.

By arrangement

The Department

Research Methods Practica (F, S; 3)

Ps 300-314

Prerequisites: See below

Each of the following research practicum courses satisfies the departmental research methods requirement. Under the supervision of the faculty member, students will be expected to complete a research study or a more limited series of research exercises. Through such activities, students will participate in hypothesis development and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Course requirements include writing a research proposal and a final research report. In addition, all students will either participate in or attend a Psychology Department Research Conference at the end of the semester. Although the practica courses all share these learning objectives, the substantive theoretical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason, different prerequisites are specified for each. (Classes will be limited to twenty.)

Ps 301 Research Methods Practicum: Physiological & Comparative (S; 3)

Prerequisites: Ps 150 or Ps 270

Students will conduct experiments in the general area of animal behavior, with particular emphasis upon the hormonal regulation of drives in laboratory rodents. All of the projects will involve behavioral testing, and some may also involve small-animal surgery. *Peter Gray*

Ps 302 Research Methods Practicum: Perception (S; 3)

Prerequisite: Ps 143 or Ps 147

Students will be divided into four groups. Each group will con-

duct a complete experiment dealing with an important issue in perceptual psychology. Facets of the experimental process with which students will be involved include design, construction of apparatus and stimulus materials, data collection, data analysis and technical report writing. A range of feasible research topics will be discussed at the outset of the course and students will be allowed to rank-order their first three preferences. Formation of groups will occur on this basis. *Randolph Easton*

Ps 303 Research Methods Practicum: Personality Theories (S; 3)

Prerequisite: Ps 101

A course in research methods stressing the application of these methods to questions in the area of personality psychology. Traits or personality variables like self-esteem are common topics. Students, in small groups, actually design, conduct, and report their research. *Donnah Canavan-Gumpert*

Ps 305 Research Methods Practicum: Developmental/Cognitive (F; 3)

Prerequisite: Ps 136 or Ps 147

Designed to help students achieve an understanding of the logic of psychological research through the "hands on" experience of designing and conducting a psychological experiment and critically interpreting the results. The research will focus on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects. *Michael Moore*

Ps 306 Research Methods Practicum: Social Psychology (S; 3)

Prerequisite: Ps 131 or Ps 249

This practicum is designed to introduce students to research methods used by social psychologists to study topics such as social interaction and person perception. The course has two primary foci: how to critically read existing research and how to carry out a research project. Primary emphasis will be on the experimental method although other methods such as naturalistic observation and field studies will be described. *Marianne LaFrance*

Ps 308 Research Methods Practicum: Conflict Resolution (F; 3)

Prerequisites: Ps 131, Ps 121, Ps 267 or Ps 246

Research on issues pertaining to the causes of and remedies for interpersonal and intergroup conflict. *Murray Horwitz*

Ps 309 Research Methods Practicum: Family Dynamics (S; 3)

Prerequisites: Ps 131, Ps 101, Ps 246 or Ps 267

Research on issues pertaining to the interrelations between individual and family dynamics. *Murray Horwitz*

Ps 310 Research Methods Practicum: Group Dynamics (S; 3)

Prerequisites: Ps 131 or Ps 256

This course is devoted to familiarizing students with all phases of the research process from formation of the problem through preparation of a research report. Although readings will be assigned, the primary vehicle for learning is the study that each student will conduct as a member of a research team. The investigation will be directed to some aspect of small group behavior of interest to both students and professor. Studies will ordinarily be experimental but other models may be employed if better suited to the problem. Grades will be based on a final research report submitted by each student. Performance in conducting the research and students' contribution to all other phases of the process will also be considered. *Norman Berkowitz*

Ps 312 Research Methods Practicum: Personality and Social Cognition (F; 3)

Prerequisites: Ps 101 and an undergraduate course in statistics
Processes of "social cognition"—how we evaluate, organize, and understand information that pertains to the social world—significantly influence how we relate to each other and to ourselves. Not surprisingly, therefore, several theories of personality, including cognitive, phenomenological, and self theories, devote considerable attention to the topic of social cognition. The research practicum will emphasize the design and implementation of experiments that examine relationships between social cog-

tion and personality variables (e.g., self-awareness, self-monitoring).
William Nasby

Ps 313 Research Methods Practicum: Symbolic Processes (F; 3)

Prerequisites: Ps 147 or Ps 158 or Ps 251 or consent of instructor
In this practicum, students carry out research on symbolic processes. The focus is on cognitive processes used in the arts (especially the visual arts and literature). The arts are viewed as symbol systems that must be "read;" such reading calls upon cognitive skills in the perceiver. Research topics may include questions such as: How are metaphors understood? How is the style of a work of art perceived? What makes a painting (or story) seem balanced? Is sensitivity to "good design" in pictures related to or independent of sensitivity to good design in stories? Subjects to be "tested" will be adults and/or children.
Ellen Winner

Ps 314 Research Methods Practicum: Human Infancy (S; 3)

Prerequisite: Consent of the instructor
Infancy research is conducted within two different paradigms—observation, usually in hospital or the home, and experimental procedures, most often conducted in the laboratory. Students will participate in a study employing one of the methods characteristic of either of the above paradigms, e.g., observation of mother-infant interaction, ecological analysis, experimentation with the heart rate measure, etc. Familiarity with the general infancy literature as well as a more in-depth knowledge of the studies of the problem to be tackled will be expected.

John D. Golenski, S.J.

Courses Open to Advanced Undergraduates and Graduates

Ps 603 Practical Psychology for the Nurse (S; 3)

Prerequisite: Consent of instructor
The content of this course, drawn from the instructor's experience as a support psychologist for a hospital nursing department, is intended as a compendium of practical knowledge and techniques which nurse will find helpful in the health care setting. The course will focus on specific relationships (patient-care giver, physician-nurse, nurse-nurse, etc.) and particular problem situations (the "non-compliant" patient, conflict within the health care team, the dying patient, chronic illness and its effects upon patients, families, and caregivers, the "angry" patient, inappropriate and demanding physicians, etc.) Class meetings will vary with lecture-discussions alternating with actual role-playing as well as field experiences.
John D. Golenski, S.J.

Ps 633 Stress and Adaptation (F; 3)

Prerequisites: Ps 074 and Ps 121 or Ps 101 or Ps 131
Stress has been implicated as a causal factor in physical and emotional disorders and in social malfunctioning. This seminar is designed to examine the basic theory of stress and its relationship to effective adaptation, well-being, and maladaptation. Recent research on the effects of different forms of stress on psychosocial and physical functioning will be the themes of student reports and presentations.
Marc Fried

Cross-listed Courses

Ps 600 Introduction to Social Work (F, S; 3)

This course, offered by the Department of Sociology and the Graduate School of Social Work, is a broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced.
Dwight S. Adams
Albert F. Hanwell

Ps 721 Human Behavior and the Social Environment (F, S; 3)

This Graduate School of Social Work course does not satisfy the University Social Science Core requirement but may be taken toward completion of the Psychology major by consent of the instructor, only.

A foundation course in which the unifying theme is the concept of self as a complex of bio-psycho-social forces which become synthesized through the integrative functions of the human ego. The person is viewed as a social being who is interacting with

an inter-personal and institutional environment which not only has an impact on, but which is also affected by, the individual. The course is taught from a social work frame of reference within which the concept of self is examined in relation to the life cycle, to ethnic and sexual aspects of identity and self-esteem as these are manifested in social roles, and to those extra-familial systems which may constrain or support the psychosocial development of the individual. The course is structured in modules characterized by a highly individualized method of learning in which students may move at their own pace in mastering required content.

Frederick L. Ahearn

Pei N. Chen

Kathleen A. O'Donoghue

Elaine Pinderhughes

Romance Languages and Literatures

Faculty

Professor Emeritus Joseph D. Gauthier, S.J., B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Professor Guillermo L. Guitarte, Profesorado, Filosofia y Letras Buenos Aires

Professor Vera G. Lee, Chairperson of the Department A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Professor J. Enrique Ojeda, Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Professor Maria Simonelli, Dotre in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia romanza, Rome

Professor Rebecca M. Valette, Director, Language Laboratory A.B., Mount Holyoke College; Ph.D., University of Colorado

Professor Georges Zayed, L.esL., M.esL., University of Cairo; Doctorat d'Etat, Sorbonne

Associate Professor Norman Araujo, A.B., A.M., Ph.D., Harvard University

Associate Professor Joseph Figurito, A.B., Boston College; A.M., D.M.L., Middlebury College

Associate Professor Monique E. Fol, A.B., L.L.B., University of Paris; A.M., University of California at Berkeley; Ph.D., University of Nice

Associate Professor Betty Rahv, A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Associate Professor Robert L. Sheehan, B.S., Boston College; A.M., Ph.D., Boston University

Assistant Professor Salvatore Cappelletti, A.B., Providence College; A.M., University of Wisconsin; Ph.D., Brown University

Assistant Professor Jill Syverson, A.B., Smith College; A.M., Ph.D., Harvard University

Program Description

Plan A: Literary Focus

The Department of Romance Languages and Literatures offers courses in French, Italian and Spanish. Students majoring in this discipline may concentrate in French, Italian or Spanish and may also take a non-romance language as a second language. Thirty-six credits must be completed by majors within the following curriculum of courses:

- 1) Advanced Composition (6)
- 2) Survey of Literature (6)
- 3) A minimum of two period or genre courses in literature (12)

- 4) Two electives to be chosen from the following:
- a) A second foreign language (6)
 - b) Comparative or Interdepartmental course (6)
 - c) A third period of the major literature (6)
 - d) Cultural backgrounds of literature (6)
 - e) Phonetics (3)
 - f) Advanced Conversation (3)
 - g) Linguistics (3)

Plan B: Cultural Focus

Phonetics and Advanced Conversation	6
Culture Courses given in the major language	6
Survey of the Major Literature	6
Advanced Composition	6
Period or Genre	3
Electives	9

In addition to the traditional Romance Languages electives, electives for this new language and culture major may include Composition, Conversation and Reading and up to six credits in related courses offered by other departments.

General Information

It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language and at least a working knowledge of another, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Assistant Chairperson of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

Program for Majors in the School of Education

Plan A

1st year	Survey	6
*2nd year	Advanced Conversation	6
	Century Course	6
3rd year	Advanced Composition	6
	Cultural Background	6
4th year	Century Course	3
	Department Elective	3
		<u>36 Credits</u>

* The courses suggested for Sophomore and Junior years may be taken in any order so long as all four courses are completed before Senior year.

Plan B

1st year	Composition, Conversation, and Reading Course (R1 101–106 inclusive)	6
2nd year	Survey	6
	Advanced Conversation	6
3rd year	Advanced Composition	6
	Cultural Background	6
4th year	Century Course	3
	Department Elective	3
		<u>36 Credits</u>

Honors Program

Qualified students wishing to enter The Honors Program should secure the Chairman's permission to do so at the end of the Sophomore year and no later than the end of the first semester of the

Junior year. In addition to the usual requirements for a major, honors students will take a three-credit seminar in the spring semester of their Junior year (Junior Honors Seminar). Qualified students who plan to take Junior Year Abroad may enroll in The Junior Seminar in the second semester of their Sophomore year, with departmental approval. During the Senior year, the honors student takes three credits each semester in independent study leading to an honors thesis. This is done under the guidance of a departmental advisor. The thesis should be submitted no later than April 1.

An oral examination of no more than one hour's duration, conducted in the candidate's major language, will cover the periods of literature included in his course curriculum, as well as the scope of the thesis.

A departmental committee will conduct the examination, evaluate the essay and formulate a recommendation for Honors which will be incorporated into the student's academic record.

Course Offerings

French

RI 001–002 Elementary French (F, S; 3, 3)

An introduction to the study of French. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

The Department

RI 051–052 Intermediate French (F, S; 3, 3)

Prerequisite: RI 001–002 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice and optional laboratory work.

The Department

RI 101–102 Composition, Conversation and Readings in French (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

The Department

RI 203–204 French Conversational Skills (F, S; 3, 3)

This course is designed for students who have completed a basic sequence in French language courses and who wish to develop greater fluency in conversation.

Pronunciation will be improved through a program in French phonics which emphasizes the relationship between the spoken and the written language. Exercises in role-playing, vocabulary building, syntax and guided speaking activities will help develop conversational skills for everyday situations.

Cynthia Nicholson

RI 296 French Conversation Hour for Greycliff Residents (F, S; 3)

Students residing in the French House will meet weekly for directed discussion in French under the guidance of a faculty member.

A requisite for residency in Greycliff, attendance required.

The Department

RI 300 Practicum in French (F, S; 3, 3)

Qualified students will spend approximately 6 hours a week interning in fields such as travel, publishing, education and commerce, making active use of French. For class they will research and present reports on their areas of internship.

Vera G. Lee

RI 303 French Phonetics and Oral Expression (F; 3)

A practical introduction to pronunciation and oral expression. The course is designed to help the student improve command of spoken French and to develop awareness of how the French language functions. Classwork and individual exercises will be sup-

plemented by laboratory work. The course is particularly recommended for future teachers of French.

Rebecca M. Valette

RI 304 Advanced French Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of French a greater facility in the spoken language. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach French.

Rebecca M. Valette

RI 305-306 Advanced French Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the students' mastery of French syntax and difficult grammatical problems, so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French.

The Department

RI 307-308 Survey of French Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French.

The Department

RI 311 Political and Social Structures in French Literature (F; 3)

This course intends to review the development of ideas with particular emphasis on social structures and political institutions from the Middle Ages to the Third Republic in order to place selected literary works in their historical and social perspective and to show to what degree French literature is a social testimony.

Conducted in French.

Monique E. Fol

RI 397-398 Roman et Société sous la III République (F, S; 3, 3)

The novel, while being a fiction, a product of the imagination, is by necessity bound to reality and reflects to a certain extent society and its conflicts. This course intends to study a number of novels and selections which show how the authors bear witness to reality even in their attempts to transform it or escape from it. This problem will be examined in Zola, Maurras, Barres, Romain-Rolland, Proust, Colette, Nathalie Sarraute, among others.

Monique E. Fol

RI 421-422 French Literature of the Renaissance (F, S; 3, 3)

A study of the historical, philosophical and literary movements which molded the French Renaissance. Selections from Rabelais, the poets of the Pléiade, Montaigne, and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century.

Betty T. Rahv

RI 436 The Comedies of Molière (F; 3)

A study of the development of the theatre and the life of Jean Baptiste Poquelin, the man called Molière. He will be treated as a playwright, director and actor who criticizes all aspects of his era. The following plays will be discussed: *Les Précieuses Ridicules*, *L'Impromptu de Versailles*, *Le Misanthrope*, *Le Tartuffe*, *Don Juan*, *L'Avare*, *Le Bourgeois Gentilhomme* and *Le Malade Imaginaire*.

Joseph Figurito

RI 451-452 Romanticism in French Literature (F, S; 3, 3)

A study of Romanticism in French poetry, drama and narrative literature of the nineteenth century, with detailed analysis of the masterpieces. Selections from the works of Lamartine, Hugo, Musset and Vigny, Madame de Staël, Chateaubriand, Stendhal, Balzac and others.

Norman Araujo

RI 453 Stendhal, Balzac and Flaubert (F; 3)

The evolution of the realist novel in the nineteenth century as it appears in the works of three of its outstanding exponents. *Beylisme*, *Bovarysme* and the universe of the *Comédie humaine*.

RI 454 Romantic Poetry of the Nineteenth Century (S; 3)

The literary doctrine, themes and artistic virtuosity of the Romantic poets, as they appear in the most significant creations of Lamartine, Hugo, Musset and Vigny.

Norman Araujo

RI 464 Les Témoins du Moment (1949-1962) (S; 3)

The impact of the German occupation, the Indochina and Algerian Wars on some novelists: Camus, Jean Cayrol, Malraux, Nimier, Sartre, and Kateb Yacine.

Monique E. Fol

RI 465 Le Jeune Roman Féminin (S; 3)

Simone de Beauvoir, Françoise Sagan, Marguerite Yourcenar and Marguerite Duras dominated the field of women writers in the 1950's and 1960's. A more recent generation of distinguished and capable writers make up the core of this course. Among them, Rochefort, de Rivoyre, Philipe, Prou, Cardinal, Etcherelli.

Rev. Joseph Gauthier

RI 483-484 French Poetry from Baudelaire to Surrealism (F, S; 3, 3)

A study of the birth and the development of modern French poetry from the middle of the 19th century to the Second World War: Baudelaire and *Les Fleurs du Mal*, the Parnassian poets, the Symbolist poets; Verlaine, Mallarmé, Rimbaud; the poets of the beginning of the 20th century: Valéry, Apollinaire, Péguy, Claudel; the surrealist poets. The characteristics of the poetry and selected texts.

Georges Zayed

RI 485-86 Roman et Poésie (F, S; 3, 3)

A study of the great literary theories and of the major novelists and poets who exerted an influence on the different currents of thought in the 20th century: Bourget, Gide, Proust, Mauriac, Sartre, Camus, Valéry, Péguy, Claudel, Apollinaire, etc.

Georges Zayed

RI 491-492 Classical Paris Recaptured: The Marais (F, S; 3, 3)

The Marais section of Paris, at its height in the 16th through 18th centuries, has been undergoing a face-lifting since 1964. This course will examine the artistic, literary, and political merits of the Marais, both past and present, through slides and lectures. Selected readings will be assigned in literature, history, and the fine arts.

Betty T. Rahv

Italian

RI 003-004 Elementary Italian (F, S; 3, 3)

An introduction to the study of Italian. This course begins the development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

The Department

RI 053-054 Intermediate Italian (F, S; 3, 3)

Prerequisite: RI 003-004 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and laboratory work.

The Department

RI 103-104 The Individualized Program (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course is structured according to students' individual needs in order to ensure mastery of the Italian language as a tool of communication. Selected contemporary masterpieces, para-literature, newspapers, music, special topics, etc. will be used to develop further skill in conversation (class meetings are used for conversational practice), reading and writing.

Salvatore Cappelletti

RI 315 Advanced Italian Composition and Conversation (F; 3)

Prerequisite: three years of college preparation or four years of high school preparation.

The purpose of this course is to strengthen the students' mastery of written and spoken Italian. Group discussion, individual presentations, expository writing (based on selected masterpieces and special topics) will be used to develop fluency in Italian.

Salvatore Cappelletti

RI 317–318 Survey of Italian Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with a superior linguistic preparation. Conducted in Italian. *Maria P. Simonelli*

RI 501–502 Dante's Divine Comedy (F, S; 3, 3)

The course aims at providing a comprehensive interpretation of the *Divine Comedy*. Students are required to read in the entire text. The main interpretative problems will be discussed in class. The first semester will be devoted to both *Inferno* and *Purgatorio*. A detailed explanation of *Paradiso* will be presented in the second semester. *Maria P. Simonelli*

RI 503 Boccaccio (F; 3)

The first class will be an introduction to the historical and literary background of Boccaccio's Era. This will be followed by a study of Boccaccio's life and works during the Neapolitan and the Florentine periods.

The *Decamerone* has to be read in its entirety; selected short stories from each day of this masterpiece will be analyzed, and reference will be made to the other works of Boccaccio.

Joseph Figurito

RI 564 Contemporary Italian Novel (S; 3)

A study of major Italian novelists of the 20th century. Special attention will be devoted to the works of Svevo, Moravia, Vittorini, Levi, Silone and Pavese. The course will consist of lectures and class discussion with class participation counting towards the final grade. Conducted in Italian. *Salvatore Cappelletti*

Spanish

RI 005–006 Elementary Spanish (F, S; 3, 3)

An introduction to the study of Spanish. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work.

The Department

RI 011–012 Conversational Spanish for Nurses and Social Workers (F, S; 3, 3)

This course intends to provide the students with a basic knowledge of Spanish grammar and to develop their ability to converse in the language. Special attention will be given to the vocabulary and dialogues related to medicine, nursing and social work.

The Department

RI 055–056 Intermediate Spanish (F, S; 3, 3)

Prerequisite: RI 005–006 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and optional laboratory work.

The Department

RI 105–106 Composition, Conversation, and Readings in Spanish (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition.

The Department

RI 223–224 Spanish Conversational Skills (F, S; 3, 3)

This course is designed for students who have completed a basic sequence in Spanish language courses and who wish to develop greater fluency in conversation.

Pronunciation will be improved through a program in Spanish phonics which emphasizes the relationship between the spoken and the written language. Exercises in role-playing, vocabulary

building, syntax and guided speaking activities will help develop conversational skills for everyday situations. *The Department*

RI 298 Spanish Conversation Hour for Greycliff Residents (F, S; 3)

Students residing in the Spanish House will meet weekly for directed discussion in Spanish under the guidance of a faculty member. A requisite for residency in Greycliff, attendance required. *Jill Syverson-Stork*

RI 321–322 Spanish Practicum (F, S; 3, 3)

Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and videotapes in Spanish complement the students' internship experiences. Readings by Oscar Lewin, Babín, Thomas, Maldonado-Denis and others. Permission of instructor. *Nancy Levy*

RI 323 Spanish Phonetics (F; 3)

A practical theoretical, and historical introduction to Spanish pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop an awareness of how the Spanish language functions. *Guillermo Guitarte*

RI 324 Advanced Spanish Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of Spanish a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach Spanish. *The Department*

RI 325–326 Advanced Spanish Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the students' mastery of Spanish syntax and difficult grammatical problems so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish.

J. Enrique Ojeda

RI 327–328 Survey of Spanish Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Spanish literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors open also to other qualified students with superior linguistic preparation. Conducted in Spanish. *Robert L. Sheehan*

RI 329 Cultural Background of Spanish Literature (F; 3)

A study of the historical and cultural factors bearing upon Spanish literature. Mutual influences and interplay between history and the arts on one hand and literature on the other. The impact of major historical events, the great monarchs and artists upon the literature will be traced from medieval times to the present. *Robert L. Sheehan*

RI 331–332 A Conversational Approach to Contemporary Spain (F, S; 3, 3)

An advanced conversation course open to native speakers of English with basic oral proficiency in Spanish. Designed to prepare students for daily living in Spain during Junior Year Abroad or Summer Study programs, and for improving note-taking skills in lecture courses given in the Spanish language.

Robert L. Sheehan

RI 367 (Hs 367) Spanish History: From the Reconquest through the Golden Age (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will deal with the period from the reconquest of the Iberian peninsula from the Muslims through the seventeenth century, from the "open" and diverse society that was unique to Spain in the middle ages, to the "closed" society of the seventeenth century. Emphasis will be placed on the social, economic,

and political patterns that emerged from the reconquest and the problem of why and how many of these patterns were altered during the subsequent period, the age of Spain's greatness. Among topics to be studied are: the free society of the medieval moving frontier; the changing role and position of Spain's religious and racial minorities, the Jews and Muslims; the Inquisition; Spain's emergence as a world power and its effect on the nation's society and economy; the church and religious life; criminals, social outcasts, the poor, etc. Because the literature of the period frequently mirrored contemporary society, when available and appropriate it will be utilized as source material. *Ellen G. Friedman*

RI 368 (Hs 368) Modern Spain: From the Eighteenth Century to the Present (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. This course will deal with Spanish history from the eighteenth century, through the Franco dictatorship, and up to the new democratic system of the present day. The emphasis will be on the emergence of "two Spains"—the old, traditional Spain, opposed to change, and the "new Spain," that first seeks moderate change on a European model, but later turns to radicalism—and the conflict between them. We will examine various movements on the right and the left, including, but not limited to, liberalism, socialism, anarchism, Carlism, and falangism, as well as phenomena such as regionalism, anti-clericalism, and working-class unrest. *Ellen Friedman*

RI 615-616 Survey of Spanish Literature of the Middle Ages (F, S; 3, 3)

The course covers the evolution of Spanish Literature, from its origins at the dawn of the Middle Ages to the fifteenth century. The development of oral literature, the use of Spanish in scientific and didactic prose, and the first tentatives of an artistic use of the vulgar language in the late Middle Ages are examined. *Guillermo L. Guitarte*

RI 633 Spanish Drama of The Golden Age (F; 3)

A textual and contextual study of the popular "comedia nueva" in Spain, with attention paid to its origins and development. Class time will be spent in lecture (two times per week), and discussion of the dramas of Lope, Alarcón, Guillén de Castro, Tirso, Calderón and others. *Jill Syverson-Stork*

RI 651-52 19th-Century Spanish Literature (F, S; 3, 3)

Against the intense and often violent historical background of the 19th century, the course intends to study the main literary currents of the period: neoclassicism, romanticism, costumbrism, realism and naturalism. Among the authors to be covered are Larra, Bécquer, Mesonero Romanos, Alarcón, Valera, Pereda, Galdós, Pardo Bazán.

RI 674 The Short Story in Latin America (S; 3)

Many of the finest contemporary authors in Latin America—Borges, Rulfo, Cortazar, García Márquez—have chosen the short story as their medium. We shall study the origins and the development of the short story in Latin America focusing upon narrative techniques, style and the vision of Latin America portrayed by these authors. Conducted in Spanish.

RI 917 Medieval Spanish Prose (F; 3)

Origins and development of didactic prose: Alfonso el Sabio and the Infante don Juan Manuel. The awakening of interest in the personal: history and biography. The beginnings of the novel: *La Celestina*. *Guillermo L. Guitarte*

RI 976 Jorge Luis Borges (F; 3)

Borges as a short-story writer: his imaginary world, his conception of time, his narrative technique. Books to be considered in the course will be: *Historia Universal de la infamia*, *Ficciones*, and *El Aleph*. *Guillermo L. Guitarte*

Romance Literature, Methodology and Philology Courses Offered in English

RI 382 The Birth of Europe's Lyric Poetry: An Introduction to the Medieval Literature of Southern France (F; 3)

The description of the basic features of the Old Provençal language will be accompanied by the analysis of poetic texts. Se-

lected works of Provençal authors will be used to describe their function as models for the development of a large portion of later European literature.

RI 384 Latin Paleography (S; 3)

Graphic signs and their different use in various centers and during several centuries will be studied as marks and "symptoms" of the changing conditions in the Medieval world. The study of this crucial aspect of the cultural tradition of the Latin West will include the analysis of paleographic documents.

RI 395 Introduction to Romance Linguistics (F; 3)

The course is intended as an introductory survey in the field of linguistics for students of Romance Languages. A survey of the basic concepts of linguistics and their application to the Romance Languages in particular.

The topics included provide insights into language useful in such areas as elementary and secondary education, foreign language teaching, speech and speech therapy, psychology and sociology. *The Department*

RI 699 Honors Seminar in French, Spanish and Italian (S; 3)

Jill Syverson-Stork

Bi-Lingual Education Courses

RI 391 Caribbean History and Culture (S; 3)

This course will deal with the social, economic and cultural history of the main islands of the Caribbean. It will also consider the impact of the Caribbean on the American scene. *The Department*

RI 394 Methods in Bi-lingual Education (S; 3)

This course will explore the history, methods and materials of bilingual education. It will deal with some of the problems of the new minorities and how education can help in dealing with them. *The Department*

Slavic and Eastern Languages

Faculty

Professor Lawrence G. Jones, A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

Associate Professor Irina Agushi, A.B., University of Melbourne; A.M., Indiana University; Ph.D., Harvard University

Associate Professor Michael J. Connolly, Chairman of the Department
A.B., Boston College; Ph.D., Harvard University

Adjunct Assistant Professor Michael B. Kreps, Diploma, Leningrad University; M.A., Ph.D., University of California (Berkeley)

Lecturer Marina V. Kreps, M.A., Herzen Pedagogical Institute, Leningrad

Lecturer Jovina Y. H. Ting, A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard; Ph.D., New York University.

Program Descriptions

The Department administers undergraduate majors in General Linguistics, in Russian, and in Slavic Studies. Each major program consists of at least twelve one-semester courses at upper-division levels (courses numbered 200 and above). Departmental honors require nomination by the faculty and successful completion of honors comprehensive requirements.

Major in Linguistics:

Students majoring in Linguistics build their programs around a specific area of concentration, the most common of which are *Philology* and *Speech Pathology*. The following listing represents the normal program for these two concentrations.

- General Linguistics (Sl 311/En 527);
- concentration in *Philology*: five courses of a philological nature (e.g. Sanskrit, Old English, Old Irish, Old Persian & Avestan, Classical Armenian, Old Church Slavonic, Old Russian, Middle High German, Old French & Provençal, Palaeography, History of the Romance Languages, Greek or Latin or Hebrew philology);
- concentration in *Speech Pathology*: Introduction to Speech Pathology, Language Acquisition or Audiology, Anatomy & Physiology of the Vocal Mechanism, Articulation Theories and Therapies, Diagnostic Procedures;
- three linguistics ‘topics’ courses such as Syntax & Semantics, Indo-European, Poetic Theory, Language of Liturgy, Topics in Linguistic Theory, Applied English Grammar & Style, various advanced tutorials;
- for *Philology* concentrators: three courses of a language-related nature from non-language departments (e.g. psychology of language, non-verbal communication, language acquisition, speech pathology & aphasia, applied linguistics, artificial intelligence, linguistic philosophy, anthropology);
- for *Speech Pathology* concentrators: three courses from the above grouping (excluding speech pathology) or from courses of a philological nature.

The Department expects students concentrating in *Philology* to have proficiency in at least one classical and one modern language and to acquire a familiarity with at least two additional language areas. Students concentrating in *Speech Pathology* are expected to acquire a working knowledge of at least one modern language and a reading knowledge of one additional language, and further to be able to work with at least one of the following: a computer language, a sign language, or Greek and Latin medical terminology.

The focus of the linguistics program does not lie in the simple acquisition of language skills, but rather in the analysis of linguistic phenomena with a view toward learning to make significant generalizations about the nature of language.

Major in Russian (normal program):

- four courses in Russian grammar, composition and stylistics at or above the 200-level;
- four courses on Russian literature, of which at least two must be at the 300-level;
- one course in General Linguistics;
- Old Church Slavonic or Old Russian;
- two electives from Russian literature, second Slavic languages, or linguistics offerings.

The Department also recommends at least two courses from related areas in other departments; e.g. in Russian history, art, political science, economics, philosophy, theology, etc.

Major in Slavic Studies (normal program):

- two Russian language courses beyond the level of Intermediate Intensive Russian;
- two courses on Russian literature;
- Old Church Slavonic or Old Russian or a second Slavic/East European language;
- two courses on Russian/Soviet/East European history;
- one course on Russian/Soviet philosophy;
- one course on Soviet/East European politics;
- one course on Soviet economics;
- two electives from an emphasis area in Slavic & East European studies.

An honors AB in Slavic Studies automatically entails conferral of the proficiency certificate of the Center for East Europe, Russia, and Asia.

Course Offerings

Courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar’s *Schedule of Courses*.

Sl 003–004 Elementary Russian I/II (F, S; 4, 4)

A course for beginners that stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

Offered annually

Michael J. Connolly

Sl 009–010 Elementary Chinese I/II (F, S; 4, 4)

An introduction to the speaking, reading, character writing, and comprehension of the modern Chinese literary language (Mandarin). Additional conversation and language-laboratory work required.

Offered annually

Ting Yueh-hung

Sl 053–054 Intermediate Intensive Russian I/II (F, S; 6, 6)

A review of major difficulties in Russian grammar, extensive practice in the reading, translation, paraphrase and analysis of selected Russian texts, plus, in a special practicum, additional vocabulary work, grammar drills and conversation.

Students requiring only one of the two concurrent portions of this course may enroll under Sl 051-052 (Intermediate Russian I/II) or Sl 057–058 (Russian Practicum: Intermediate I/II) respectively.

Offered annually

Lawrence G. Jones

Marina V. Kreps

Sl 061–062 Intermediate Chinese I/II (F, S; 3, 3)

Continuation of course work in spoken and written Mandarin Chinese and the development of specialized vocabularies for various fields of study.

Ting Yueh-hung

Sl 200 A Survey of Russian Literature (in translation) (F; 3)

Reading, analysis, discussion of representative works, authors and movements in Russian literature from the eighteenth century up to the present day.

Lectures and readings in English.

Offered annually

Lawrence G. Jones

Sl 205 Tolstoy and Dostoevsky (in translation) (S; 3)

A comparative presentation of Russia’s two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels. Lectures and readings in English.

Irina Agushi
Michael B. Kreps

Sl 216 (En 552) Poetic Theory (S; 3)

Traditional and contemporary theories of prosody and metre will be described and analyzed within the framework of modern structural and generative approaches to language as well as from the viewpoint of (Russian) Formalism. Textual material will be mainly English, although students may present texts in any language for required papers.

Lawrence G. Jones

Sl 221 (Th 198) The Language of Liturgy (S; 3)

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments and appointments).

Michael J. Connolly

Sl 225 Russian Folklore (in translation) (S; 3)

The world of Russian folk traditions and writings from the earliest times: fairy tales, legends, epics, religion, art, music, and daily life.

Readings and lectures in English.

Irina Agushi

Sl 227 Advanced Russian Grammar (F; 3)

Intensive reading of difficult Russian texts, translation from English into Russian, correct expository composition and a review of fine points of Russian grammar. Conducted in Russian.

Offered annually

Irina Agushi

Michael B. Kreps

Sl 228 Spoken Russian (F; 3)

Practical phonetics and intonation, syntactic and stylistic characteristics of the spoken language, extensive conversational practice and speaking exercises. Conducted in Russian.

Offered annually

Irina Agushi

Marina V. Kreps

Sl 233 (En 571) Applied English Grammar and Style (F; 3)

A review of English grammar on modern principles, including constituent and generative analysis, with a view to their application in the writing of clear English prose. Samples of various genres of literary style will be read and used as models for composition exercises.

Lawrence G. Jones

Sl 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings will be entirely in Russian.

Irina Agushi

Sl 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Irina Agushi

Michael B. Kreps

Sl 311 (En 527) General Linguistics (F; 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models.

Offered annually

Michael J. Connolly

Sl 312 The Indo-European Languages (S; 3)

An introduction to the techniques for a comparative-historical study of the phonology, grammar and etymology of the classical Indo-European languages.

Michael J. Connolly

Sl 314 Old Persian and Avestan (S; 3)

The language of the Achaemenid cuneiform inscriptions and the related earlier dialect of the Zoroastrian Zend-Avesta.

Michael J. Connolly

Sl 316 Old Church Slavonic (F; 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

Offered biennially

Michael J. Connolly

Sl 317 Old Russian (F; 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Offered biennially

Michael J. Connolly

Sl 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied along with the background of Russian romanticism and the transition to Russian realism. Conducted in Russian.

Irina Agushi

Sl 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Irina Agushi

Sl 327 Sanskrit (S; 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Michael J. Connolly

Sl 328 Classical Armenian (S; 3)

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings

from the Classical Armenian scriptural, patristic, liturgical, and historical texts.

Michael J. Connolly

Sl 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the sixteenth through the twentieth centuries. Readings in Russian.

Lawrence G. Jones

Sl 333 Introduction to the West Slavic Languages (S; 3)

A grammatical and phonological study of a featured West Slavic language (either Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

Offered biennially

Lawrence G. Jones

Sl 334 Introduction to the South Slavic Languages (S; 3)

A grammatical and phonological study of a featured South Slavic language (either Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Offered biennially

Lawrence G. Jones

Sl 341 The Study of Russian Literature (F; 3)

A proseminar in critical and formal techniques for the analysis, researching and appreciation of literature; bibliography, use of reference works and periodicals; literature from the viewpoints of the authors, readers, and scholars. Readings in Russian.

Irina Agushi

Sl 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian.

Lawrence G. Jones

Sl 343 Old Irish (S; 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.

Michael J. Connolly

Sl 344 Syntax and Semantics (S; 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Theories of meaning.

Michael J. Connolly

Sl 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers.

Lawrence G. Jones

Sl 349 Advanced Russian Writing and Translation (S; 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian.

Conducted in Russian.

Offered annually.

Irina Agushi

Michael B. Kreps

Sl 350 Advanced Practicum in Spoken Russian (S; 3)

Effective use of the spoken language, including an introduction to simultaneous interpreting and the monitoring and transcription of Russian speech; specialized vocabularies.

Conducted in Russian.

Offered annually.

Irina Agushi

Marina V. Kreps

Other courses in the Department's repertory, offered on a non-periodic basis include:

Sl 011-012 Russian Practicum: Elementary I/II; Sl 017 Arabic Language and Culture; Sl 059 Readings from Russian Intellectual History.

Sl 206 Language, Society and Communication; Sl 226 Readings in Russian Short Prose; Sl 229 Specialized Readings in Russian Texts; Sl 230 Russian Literature of the Fantastic; Sl 231 Slavic Civilizations; Sl 232 A Survey of Chinese Literature (in translation).

Sl 234 The Polish Language; Sl 235 Chekhov's Plays and Stories (in translation); Sl 236 A Survey of Polish Literature; Sl 237 Sounds of Language and Music.

Sl 305 History of the Russian Language; Sl 322 The Structure of Modern Russian; Sl 335 Early Russian Literature; Sl 336 Seminar in Soviet Literature; Sl 337 Comparative Slavic Linguistics; Sl 338 Tolstoj & Solzhenicyn; Sl 339 Semiotics and Structure; Sl 351 Topics in Linguistic Theory; Sl 352 Russian Literary Humor and Satire.

Information on these courses and their availability may be received from the Chairman.

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

Sl 390 Advanced Tutorial: Russian Language (3)
Irina Agushi

Sl 391 Advanced Tutorial: Russian Literature (3)
Irina Agushi
Lawrence G. Jones

Sl 392 Advanced Tutorial: Linguistics (3)
Michael J. Connolly
Lawrence G. Jones

Sl 393 Advanced Tutorial: Chinese (3)
Ting Yueh-hung

Sl 394 Advanced Tutorial: Slavic Linguistics (3)
Lawrence G. Jones
Michael J. Connolly

Sl 791 Russian Literature: Reading and Research (F, S; 3, 3)
By arrangement
Irina Agushi
Lawrence G. Jones

Sl 792 Linguistics: Reading and Research (F, S; 3, 3)
By arrangement
Michael J. Connolly
Lawrence G. Jones

Sl 794 Slavic Linguistics: Reading and Research (F, S; 3, 3)
By arrangement
Lawrence G. Jones
Michael J. Connolly

Sociology

Faculty

Visiting Professor Benedict S. Alper, A.B., Harvard University

Professor Severyn T. Bruyn, A.B., A.M., Ph.D., University of Illinois

Professor John D. Donovan, A.B., A.M., Boston College; Ph.D., Harvard University

Professor Lynda Lytle Holmstrom, Chairperson of the Department
B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

Professor Ritchie P. Lowry, A.B., A.M., Ph.D., University of California at Berkeley

Visiting Professor Richard Quinney, B.S., Carroll College; M.S., Northwestern University; Ph.D., University of Wisconsin

Professor David Horton Smith, A.B., University of Southern California; A.M., Ph.D., Harvard University

Associate Professor Paul S. Gray, A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Associate Professor Jeanne Guillemin, A.B., Harvard University; A.M., Ph.D., Brandeis University

Associate Professor Sharlene J. Hesse-Biber, A.B., A.M., Ph.D., University of Michigan

Associate Professor David A. Karp, A.B., Harvard College; Ph.D., New York University

Associate Professor Seymour Leventman, A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Associate Professor Michael A. Malec, B.S., Loyola University; M.S., Ph.D., Purdue University

Associate Professor Stephen J. Pfohl, B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Associate Professor John B. Williamson, B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Assistant Professor Paul G. Schervish, A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Assistant Professor Eve Spangler, A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Program Description

The undergraduate program in sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The sociological perspective in general and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

The social science core requirement: This requirement may be filled by taking any courses numbered Sc 001–Sc 099; the themes of these courses are concerned with the many groups that the individual forms—families, tribes, communities, and states, and a great variety of social, religious, political, business and other organizations that have arisen out of living together. A course number Sc 100 or below is a prerequisite for all higher numbered courses. When this prerequisite has been satisfied, higher numbered courses can fulfill the social science core requirement.

Requirements for the major in sociology:

1. Principles of Sociology, Sc 100, is the first required course and is a prerequisite for all upper level courses. NOTE: Introductory Sociology (Sc 001) can also fulfill this requirement, although Principles is preferred.

2. Statistics (Sc 200), Sociological Theory (Sc 215), and Methods of Social Research (Sc 210); these may be taken concurrently with the six required electives. It is recommended that Statistics be taken before Methods of Social Research.

3. Of the six electives, at least three must be Level III (courses numbered 300–699).

Course Offerings

Core

Sc 001 Introductory Sociology (F, S; 3)

This is a core course in the Social Science area designed to provide the student with sociological angles of vision and hearing and feeling as they pertain to his/her own life and the lives of others around them. Focusing on American society, the student will study and analyze the obvious and the not-so-obvious features of our changing social institutions and should acquire both new insights and new critical perspectives. The Department

Sc 003 Introductory Anthropology (F, S; 3)

An introduction to the field of anthropology, including physical and social anthropology, ethnography, and cross-cultural studies. Jeanne Guillemin

Sc 022 Crime in America (F; 3)

An introductory course in criminology which seeks for an understanding of criminal behavior in today's society. Subjects cov-

ered include: what crime is and what crimes are; the extent and cost of crime; theories of crime "causation;" the history and theories of punishment; victimology; crime prevention; the criminal justice process—police court, corrections, probation and parole.

Benedict S. Alper

Sc 030 Deviant Behavior (F, S; 3)

An exploration of basic issues in social deviance and social control. The development and control of deviant behavior, statuses and identities are examined in terms of the twin social processes of institutionalization and stratification. Major perspectives will be considered; mental illness, corporate and government crimes, drug use and alternate sexual life-styles will be discussed.

Stephen J. Pfohl

Sc 041 Race Relations (F, S; 3)

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, racial and ethnic ideologies in relation to processes of social change.

Seymour Leventman

Sc 049 Social Problems (F; 3)

This course systematically analyzes the nature of society as the totality of social relations of domination. The aim is to develop a critical understanding of the forces of social control that shape society and people's everyday lives. Three manifestations of the workings of relations of domination are stressed: 1) corporations; 2) the workplace and employment; and 3) poverty and inequality. We will emphasize a political-economy perspective—that is, how the goal of profit-maximization of firms (the economic dimension) is the major influence in shaping the state (the political dimension) and the way people think (the ideological dimension).

Paul G. Schervish

Sc 051 Power in Contemporary Society (F; 3)

The types of power in contemporary society (force vs. authority); forms of power (charismatic, traditional, legal-bureaucratic); and changes (to knowledge and information manipulation). Ruling elites and ruling classes in contemporary society. Examples from political administrations, the CIA, the FBI, the military, local police, etc. Major problems and possible responses, including the erosion of legitimacy, pluralist counter-trends, the redistribution of wealth, groupthink and aggression, the role of the multinational corporation in developing nations, etc.

Ritchie P. Lowry

Sc 083 Alienation in American Society (S; 3)

An examination of the concept of alienation; an examination of the theories of alienation. Utilizing varied theoretical perspectives, we will then examine particular conditions in modern industrial society that have led to man/woman's estrangement and show some ways, both creative and destructive, in which men and women have responded to that estrangement.

Sharlene J. Hesse-Biber

Sc 097 Death and Dying (S; 3)

An introduction to thanatology from a sociological perspective. Topics to be considered are: causes of death, the process of dying, euthanasia, the funeral industry, the hospice movement, bereavement, grief, mourning, the psychological autopsy, suicide, and the concept of social death.

John B. Williamson

Required for Majors

Sc 100 Principles of Sociology (F; 3)

This is an introductory sociology course designed for sociology majors. The goal of the course is to enable the student to think "sociologically": to think systematically and analytically about social behavior. To accomplish this, we will examine 1) the basic concepts and principles of sociology and b) a wide range of examples of sociological analysis. The basic concepts and principles of sociology represent the tools of sociological analysis; thus, an examination of sociological analysis should provide insight into how these tools are employed. In the course we will concern ourselves with questions such as: How does the sociologist work and what are the uses of sociological findings? What are the so-

ciological forces that shape our lives? What are the meaningful challenges America faces today?

Sharlene J. Hesse-Biber

Sc 200 Statistics (F; 3)

An introduction to descriptive and inferential statistics. Topics include: measures of centrality and dispersion; association and correlation; probability and hypothesis testing.

The course is taught using a "Personalized System of Instruction." All of the work is done in tutorial groups of about ten students. However, tutors do not lecture. The primary responsibility for learning falls on the student; the tutor acts as a helper.

Michael A. Malec

Sc 210 Methods of Social Research (F, S; 3)

This course is designed to acquaint students with the range of research methods used in sociological investigations and to evaluate their strengths and weaknesses; to understand some of the basic problems involved in the collection and analysis of data and to provide a more in-depth treatment of field research techniques; and finally, to give students first-hand experience in carrying out a research project.

Paul S. Gray

David A. Karp

Sc 215 Sociological Theory (F, S; 3)

The development of theory from the beginning of the 19th century to the present.

Seymour Leventman

Eve Spangler

Electives

Sc 120 The Political, Economic and Ethical Dimensions of World Hunger (F; 3)

A multidisciplinary analysis of the roots of world hunger and of proposals for alleviating the problem. An examination of the roots of hunger and poverty, the problems of developing nations, the role of developed nations, multinational corporations and hunger, the limits to growth, trade and food, and the role of foreign aid.

Sr. Jeanne Gallo

Sc 123 Juvenile Delinquency: Children in Trouble, Children in Court (S; 3)

Topics to be covered include: the special attributes of youth; historic attitudes toward childhood and adolescence; the specialized procedures of the juvenile court and corrections, with special reference to community modes of treatment. A visit will be arranged to a juvenile court session.

Benedict S. Alper

Sc 127 Childcare and Corrections I (F; 3)

The course includes the theory of therapy used in the care of children, including the emotionally disturbed, classroom work, and at least 15 hours per week field experience and training in a children's treatment center. Close supervision will be given to a journal and to the field experience.

Johan Westerkamp

Sc 128 Childcare and Corrections II (S; 3)

Continued exploration in therapeutical practices. Special attention will be given to comparative treatment centers as well as case preparation for treatment conferences.

Johan Westerkamp

Sc 130 Deviant Social Action (F; 3)

An introduction to collective deviance in human society—deviant voluntary groups and social movements (e.g., Gay Liberation, Ex-drug addict groups, secret societies), social protest activities, mobs, riots, and revolutions. Why, where, when and how does collective deviance occur, who participates in it, and what effects does it have?

David H. Smith

Sc 134 Social Disruption: Coping and Surviving (F; 3)

Combining an analytical and pragmatic approach, this course considers a variety of types of social disruptions and how people have dealt or could deal with them. The disruptions focused on will include natural and man-made disasters: major commodity shortages (e.g., the Arab oil embargo), conventional and thermonuclear warfare, terrorism, coups and military dictatorships, depression and inflation, and general societal breakdowns—not necessarily in this order. We will analyze the constraints placed on the individual and the larger social system, various strategies for coping, values that guide our behavior, and the probabilities

of various social disruptions occurring in America in the near or distant future.
David H. Smith

Sc 135 Sociology of Nonviolence (F; 3)

We will examine the political theory of nonviolent action, based on the case studies of Gene Sharp, and link it with a systematic review of the social movements based on the ethical principle of nonviolence. We will also study the sociological mechanisms of nonviolence and look in detail at the history of major figures in this field such as Mohandas K. Gandhi, Martin Luther King, Cesar Chavez, Perez Esquivel, Lanza del Vasto, Danilo Dolci, Dom Hel-dar Camara, Dorothy Day and others.
Severyn T. Bruyn

Sc 137 Population and Ecology (S; 3)

A study of the problems related to the interrelationship between population processes and the physical and social environment; historical and present day trends in population growth with special emphasis on third world countries; international and internal migration; sex, race, and class differences in fertility and mortality.

Sharlene J. Hesse-Biber

Sc 154 Sociology of Medicine (S; 3)

The organization of medical care; the structure of the professions providing medical services (education and training, professional associations, competition between various professional groups); client-professional relationships, and the structure of hospitals and clinics.
Robert Lavizzo-Mourey

Sc 155 Sports in American Society (S; 3)

By looking at sport from a sociological perspective we will see that it is more than fun and games; it shapes and reflects our values; it is becoming—and increasingly so—a big business; it supports and distorts our schools; it brings us together and it divides us from each other. We will look at all these topics and more.
Michael A. Malec

Sc 166 (Bk 252) The Structure of the Black Family (F; 3)

An historical and sociological study of the African-American family in the United States, with comparative materials from the Caribbean and Africa, examining how slavery and urbanization have affected African-American families.
Dibinga Wa Said

Sc 171 Perspectives on Black Women (S; 3)

We will examine the socio-economic condition of Black Women in America, in an historical format, tracing the effects of a developing America upon the life-style and socio-economic position of black women today. The black woman will be examined as she moves through her life cycle with emphasis on the impact society is making on her and the impact she is making on society. Ongoing quantitative and qualitative data will be analyzed.
Amanda Houston

Sc 181 The Social Psychology of City Life (S; 3)

An examination of the central images that have dominated social scientists' view of city life. The question that will guide our effort asks "How do persons give meaning to, adapt to, and make intelligible their lives as city dwellers?" Special attention to gaps, omissions or deficiencies in traditional theoretical explanations and substantive features that have been relatively neglected in the literature on urbanism.
David A. Karp

Sc 184 Sociology of the Legal Profession (S; 3)

This course in the area of the sociology of occupations/professions is of particular interest to students who are "thinking about" or are committed to law school and a legal career. Against a background of some conceptual considerations regarding the professions, the course studies the evolution of the legal profession in the United States. Special attention is then given to the social and psychological characteristics of those seeking admission to law schools, to the structure of legal education, to the academic and social processes involved in "making a lawyer" and to the selective processes that operate in the choice of a first job. Attention is also given to the work cultures of different types of lawyering, to the changing structures of the legal profession, and

to some of the current and developing problems confronted by American lawyers.
John D. Donovan

Sc 196 Aging and Society (F; 3)

This course is an introduction to social gerontology with an emphasis on the sociology of aging. Among the topics to be considered are: age changes in personality and creativity, marriage and intergenerational family relationships, the politics of aging, work and retirement, crime, housing and living environments, the economics of aging, social services, and life in nursing homes.
John B. Williamson

Sc 225 (En 225) Introduction to Feminism (F, S; 3)

A course taught by student-teams under faculty direction to acquaint students with a large range of academic and "life experience" topics which have been affected by the Women's Studies scholarship. After a preliminary meeting the class divides into 12–14 person seminars which meet once a week to discuss and study such issues as women's history, feminist theory, sex roles and socialization, gender and health, religion, work, literature and essays by and about women. The course emphasizes participation and collective work on projects.
Judith Wilt

Sc 250 (Pl 259, Th 248) Perspectives on War, Aggression and Conflict Resolution (F; 3)

An exploration from an interdisciplinary perspective of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.
Rein A. Uritam

Sc 251 (Pl 269, Th 250) Perspectives on War, Aggression and Conflict Resolution (S; 3)

Rein A. Uritam

Sc 278 (Bk 278) The American Labor Movement and the Black Worker (F; 3)

This course will examine the intricate relationship between Black workers and the organized labor movement, the love-hate affiliation between labor unions and civil rights organizations, on the one hand, and their unity of purpose on the other; the successes and failures encountered.

Issues covered will include the development of separate Black labor movements, the use of Black workers as strike breakers, President Roosevelt's Executive Order 8802 in June 1941, and the present involvement of Blacks in the new municipal and white collar unions. In-depth attention will be given to the opposing philosophies of Booker T. Washington and W. E. B. DuBois, and the resulting impact upon the Black worker in America.
Amanda Houston

Sc 299 Reading and Research (F, S; 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom course.
The Department

Sc 323 White Collar Crime: Crimes of Organized Groups (S; 3)

White collar crime, the crimes of government, politics, business, the military and "organized crime." The case method will be used throughout the course, based on assigned readings.
Benedict S. Alper

Sc 324 New Directions in Criminology (S; 3)

The sociological study of crime is developing in new directions, responding to the interdisciplinary questions that are being raised in the social sciences. We will propose and investigate possible directions, including neo-Marxist social theory, critically reflective sociology, literary sensibility, and naturalist-ecological theory. The various theoretical approaches will be applied to specific problems of crime.
Richard Quinney

Sc 326 Crime in Literature (F; 3)

The course is jointly offered by the Sociology and English Departments. We will explore the sociological and literary implications of criminal behavior from Cain to Capote. Students are

required to read each week the classic work under review.
Benedict S. Alper

Sc 327 Childcare Supervision I (F; 3)

The course aims to develop theory, methodology and analysis of supervising attitudes and procedures in the childcare and corrective field. Designed for those who have taken Sc 127 and Sc 128, the course is also open to students who have equivalent backgrounds.
Johan Westerkamp

Sc 328 Childcare Supervision II (S; 3)

Johan Westerkamp

Sc 330 Deviance and Social Control (F; 3)

An advanced study of deviance and social control; a critical review of major theoretical and research frameworks; an examination of the process of "becoming deviant" and a discussion of current strategies of social control.
Stephen J. Pfohl

Sc 333 Crime and Social Justice (F; 3)

Rooted in the prophetic religious tradition is the urge toward justice in human affairs. While the human struggle is necessarily temporal and in this world, the expectant goal is transhistorical and eternal. The objective of this course is to restore the prophetic concept of social justice to an understanding of crime in contemporary society. The prophetic meaning of justice will be contrasted with the conventional and legalistic notions of justice. The prophetic sense of social justice will be applied to an analysis and critique of the phenomena associated with crime, including criminal behavior, law enforcement, the judicial system, punishment and prisons, and corrections. Prophetic justice is the ideal that integrates crime with the historical aim of social justice, challenging us to think and act in ways that will change the existing human condition.
Richard Quinney

Sc 363 Women at Work (F; 3)

This course is designed to provide students with an overview of economic participation by women, past and present: the issues arising from women's increased participation in the labor force; the scope of paid and unpaid work performed by women throughout history; the concept of "work" and its unique application to women; minority women, blue collar women, white collar workers, housewives, and the particular problems each has faced; the dual career family and its implications for the future organization of the economic sphere to accommodate the needs of working couples. The format of the course will be lectures, class discussions, films and guest speakers. The enrollment of men in the course has resulted in open and lively discussions of various contemporary issues.
Sharlene J. Hesse-Biber

Sc 378 Introduction to Social Work (F, S; 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced.
Dwight S. Adams
Albert F. Hanwell

Sc 399 Scholar of the College (F, S; 3, 3)

The Department

Sc 422 Topics and Issues in Criminology (F, S; 3)

By arrangement with instructor.
Benedict S. Alper

Sc 441 Comparative Health Systems: France, West Germany, and the U.S. (S; 3)

Prerequisite: Rl 052 or equivalent and permission of *The Immersion Program*

The course begins with a comparative history of the development of government supported health programs in France, West Germany, and the United States from the 1930s to the present. Five categories of information about health and medical care in these three nations are presented and analyzed, with selective reference to data from England, Norway, The Netherlands and East Germany.
Jeanne Guillemin

Sc 472 Social Stratification: Inequality in America (S; 3)

A survey of inequality in America. The major focus will be on class stratification: that system of inequality which is rooted in the organization of the economy and the differentiation of the occupational structure. Topics covered include: the relationship

between the owners of capital and the government, the role of education in the aspiration of middle class people, changes in the occupational structure as these create or foreclose opportunities for working class people to advance and the debate about the nature of poverty in America.
Eve Spangler

Sc 491 Modernization and Development (S; 3)

The course presents several theories of social, political, and economic development in the context of explaining events in Asia, Africa, and Latin America. Emphasis is placed on the part played by emerging institutions: parties, bureaucracies, trade unions, armies—in meeting the challenges of dependency and modernization.
Paul S. Gray

Sc 495 Ireland: Society in Transition (S; 3)

A case study of the processes, prospects, and problems that accompany modernization. Ireland is somewhat unique in this context because it is not the usual Third World nation experiencing modernization. Rather, it is a "late bloomer" surrounded by already modernized nations. The Irish case is analyzed against a necessarily brief historical sketch of 19th and early 20th century developments. More detailed attention is given to the investigation of the structures and significance of more recent change in the demographic, political, and economic, educational, and religious institutions. The reality and the importance of the Northern Ireland-Republic of Ireland situation is briefly acknowledged.
John D. Donovan

Sc 511 Fieldwork Methods (F, S; 3, 3)

This course in the theory and practice of fieldwork is the first semester in a year-long sequence. During this term you are asked to: learn something about the history and tradition of field work; read examples of field studies and how others have done them; develop and sharpen your observation and analytic skills; complete three fieldwork exercises and keep a journal; share your experiences with other students; plan a project of your own in a local setting. The second semester will involve primarily, the carrying out of your own research in the setting you have selected. Participation in the second semester is not required, except for those enrolled in the department's fieldwork specialization.
Jeanne Guillemin

Sc 512 Computer Applications: An Introduction to the Use of the Computer for Data Handling (F; 3)

Modern computer technology and contemporary social science research make the handling of large data bases both possible and necessary. The purpose of this course is to familiarize students with the use of the computer for data handling. It seeks to impart an understanding of the ways in which a computer can be used to store and prepare data for analysis. This course, therefore, is preliminary to statistical data analysis and should not be confused with it. The emphasis here is the logic of data manipulation rather than on the nature of computer hardware and software or on learning how to write original computer programs. Rather, a variety of prepared computer packages will be taught (including SPSS and SCSS) as a means for data handling.
Paul G. Schervish

Sc 513 Evaluation Research (S; 3)

A pragmatic and analytic overview of how evaluation is done, whether of projects, programs, or whole agencies and organizations. It assumes a knowledge of social science methodology and statistics to some significant degree (at least one course in social science research methods and in statistics, preferably at the graduate level). We will focus on the use of various research approaches in evaluation, the role of evaluation, metaevaluation, and other issues.
David H. Smith

Sc 518 Seminar in Symbolic Interaction (S; 3)

Students will read and discuss selected works of writers working broadly within a symbolic interactionist frame of reference. Attention will be given to the development of symbolic interactionist thought especially, but the general concern of the seminar will be on "conceptions of interaction and forms of sociological explanation." Writers to be discussed might include: Blumer, Garfinkel, Goffman, Mead, Weber, etc.
David A. Karp

Sc 529 Sociology of the Family and Sex Roles (S; 3)

An analysis of the sociological theories and research dealing with the family with particular attention to its relation to the broader

society and the internal dynamics. Considerable emphasis on the interconnections between these aspects and changing sex roles.

The Department

Sc 530 Issues in Social Control (S; 3)

An exploration of basic theoretical, research and policy issues related to the informal and formal social control of behaviors, ideas and lifestyles. Emphasis will be on the implications of various efforts to socialize persons to conform to the dominant realities of existing political-economic orders and attempts to "reform" deviant groups and individuals through punishment, therapy and exclusion. Specific attention will be given to the social-history of "institutionalization" as a means of controlling social deviants.

Stephen J. Pfohl

Sc 549 Social Problems Theory and Social Policy (F; 3)

Starting with the assumption that most previous social programs have failed for a variety of reasons, this seminar will explore the reasons for failure and possible alternative responses. For example, existing social theory may be inadequate or lacking. Social programs may become politicized. Special programs may create greater problems than those which they were designed to resolve. Are there new, more democratic, and responsive ways of building social policy in order to assist people to cope with and respond to the problems influencing them? The seminar will share experiences and views concerning these issues.

Ritchie P. Lowry

Sc 550 Important Readings In Sociology (S; 3)

Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology. Throughout the semester discussion will center on the characteristics of these important researches. A consideration of the relationship between method, theory and analysis. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas.

Eve Spangler

Sc 555 Senior Honors Seminar (F; 3)

Sharlene J. Hesse-Biber

Sc 556 Senior Honors Thesis (S; 3) or (S; 6)

By Arrangement

Sc 566 Introduction to Organizational Democracy I (F; 3)

Prerequisite: Admission to Social Economy and Social Policy graduate program or permission of instructor.

A core course in the Social Economy and Social Policy program. In the first semester of the two semester course, we will examine the normal form of contemporary organization—bureaucracy—and then the various participatory alternatives: joint labor-management committees; "quality of workplace" projects; worker-owned companies; communitarian settlements and national participatory economies. The class is organized to maximize participation by all students.

The Department

Sc 566 Advanced Organizational Democracy II: Theory and Research (S; 3)

An in-depth look at selected topics in organizational democracy, with particular attention to research in the frontier of these issues; the relationship between ownership and control; conditions that sustain or undermine organizational democracy; varieties of work reform; comparison of domestic to international cases; constraints of the environment on self-managed enterprises; prospects for the development of a cooperative sector.

The Department

Sc 574 American Culture and Social Structure (F; 3)

An examination of America as a mass culture and society; its institutions, cultural values and norms, and national character including its heroes, deviants, and basic personality types. Special emphasis is given to social change and the Vietnam decade.

Seymour Leventman

Sc 582 The Transition to Socialism (S; 3)

The purpose of this course is to review the major theoretical and conceptual issues of the transition from capitalism to socialism. It does so within the neo-Marxist framework. While based on the fundamental insights of Marx, the neo- or critical-Marx perspec-

tive incorporates both the historical developments in capitalism and socialism since Marx's time and the theoretical debates with nondogmatic Marxist theory. In the first part of the course we will study a range of theoretical and conceptual issues and in the second part we will explore a number of concrete historical instances of the transition to socialism (e.g., the Soviet Union, Sweden, and Cuba).

Paul G. Schervish

Sc 583 Evolution of Consciousness (S; 3)

The evolution of consciousness is observed from the standpoint of different disciplines, from physics to poetry as well as sociology. We will explore different modes of knowing such as intuition, cognition, perception and inner experience and examine the empirical foundations and social significance of such phenomena as telepathy, astral projection, clairvoyance, hypnosis, psychokinesis and psychic healing.

Severyn T. Bruyn

Sc 597 Work and Personality in the Middle Years (F; 3)

This elective course describes and analyzes the distinctive, but largely unrecognized, social and psychological processes that characterize what is generally defined as the "middle years" of the life cycle. The changes in life situations experienced during these years, their meanings in terms of personal identity, family and work, the relevance of the cohort effect (the historical timing of their earlier life experiences) on the lives of middle-years subgroups; these and other related topics and their variations by race, sex, and culture are examined.

John D. Donovan

Sc 665 Sociology of Law: Law and the Labor Process (F; 3)

This course is designed to be a survey of the American justice system from the point of view of both the people who work within it and the larger society. Topics discussed are: the origins of legal institutions, the relationship between different types of societies and different types of legal systems, the usefulness of legal institutions for promoting social change. In particular, this course stresses that the justice system is what the people who work within it make of it. Therefore there is considerable emphasis on a study of the occupations which comprise the legal system: legislators, judges, lawyers, policemen, prison guards, probation and parole officers, prison chaplains, forensic psychiatrists, etc.

Eve Spangler

Sc 666 Economy and Society (S; 3)

An examination of the relationship between the structure of society and the nature of the economic system. Particular attention will be given to an analysis of the economic and class dynamics in American society and alternative forms of social organization to carry out economic activities.

Severyn T. Bruyn

Sc 670 (Mc 670) (Pl 670) Technology and Culture (S; 3)

This course examines the philosophical, psychological, social, scientific and economic sources, impact and direction of modern technology, focusing upon the effects on the individual, society in general and on organizations. Students should expect to raise and analyze significant issues in these areas. An elementary understanding of some aspect of applied modern technology (e.g., computers, nuclear energy, artificial intelligence, mass communications, etc.), and an interest in where society is, and is going, by virtue of this burgeoning technology is a prerequisite.

William Griffith

Speech Communication and Theatre

Faculty

Professor John Henry Lawton, A.B., Emerson College; A.M., Boston College; Ph.D., State University of Iowa

Associate Professor Donald Fishman, Chairman of the Department B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Associate Professor Joseph M. Larkin, S.J., A.B., Boston College; A.M., Catholic University of America; S.T.B., Weston College

Associate Professor J. Paul Marcoux, Assistant Chairman of Department
B.S., Fitchburg State College; M.Ed., Boston University; Ph.D., Northwestern University

Associate Professor Marilyn J. Matelski, A.B., Michigan State University; A.M., Ph.D., University of Colorado

Associate Professor Dorman Picklesimer, Jr., A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Adjunct Associate Professor Daniel M. Rohrer, Director of Forensics
A.B., Western Michigan University; A.M., University of Wisconsin; J.D. Boston College

Assistant Professor Howard C. Enoch, A.B., University of Kentucky; M.F.A., Boston University

Assistant Professor Linda Rosen, B.S., Northwestern University; M.S., Ph.D., University of Pittsburgh

Instructor Donald L. Hurwitz, A.B., Sarah Lawrence College; Ph.D. (cand.) University of Illinois

Lecturer Gail Ann McGrath, A.B., Heidelberg University; A.M., Bowling Green State University

Program Description

The Department of Speech Communication and Theatre offers major programs for undergraduates in three main areas: Communication Studies, Theatre Arts, and Speech-Language Pathology and Audiology.

Majors in Communication Studies must complete eleven courses (33 hours) in their program of study. Sa 101 Formal Speaking in Public, and Sa 105 Man and Communication are required for all students. Majors are expected to complete the remaining nine courses in the four major areas of the curriculum: (1) Personal Development, (2) Theory, (3) Mass Media Production, (4) Media Criticism. Qualified students are encouraged to assume partial internships at radio and television stations, or at magazines, newspapers, and advertising and public relations agencies. The internship program is open to all students who have achieved a cumulative grade point average of 3.2 or better, and who have completed the proper course work. Qualified majors usually begin their internships in the second semester of their junior year.

The theatre program in the Department is designed to introduce students to a wide range of knowledge associated with acting, directing, set design, and the theory, history, and criticism of the theatre. Majors are required to complete ten courses (30 hours) including: Sa 141, Sa 143, Sa 144, Sa 145, Sa 146, Sa 302, Sa 306, and Sa 556. Theatre majors are usually actively involved in the Boston College Dramatics Society, an organization which serves as the production arm of the university theatre. Participation in the Dramatics Society as members of the cast, crew, and staff is expected of all theatre majors.

It should be noted that only certain theatre courses may be used to meet University core curriculum requirements in the humanities. These are: Sa 140, Sa 141, Sa 145, Sa 146, Sa 147. Consultation with Department Faculty is recommended regarding these and related matters.

The Department also offers a course sequence in Speech-Language Pathology and Audiology. The sequence begins with Sa 171 Introduction to Speech-Language Pathology and Audiology and culminates with a clinical practicum for students in either the College of Arts and Sciences or the School of Education. This sequence is an approved concentration for majors in Biology, English, Linguistics, Psychology, Spanish, and Speech Communication. It is also a concentration for students in the School of Education who are majoring in Elementary Education, Elementary/Special Education, and Human Development. Students interested in pursuing this course should consult academic advisors within their major departments and Dr. Linda Rosen. This program is a graduate school preparatory curriculum.

Course Offerings

Speech Communication

Basic Theory and Performance Courses

Sa 099 Introduction to Communication (F; 3)

This is a survey course designed to introduce students to the four main divisions in communication studies. Attention will be devoted to pivotal concepts in oral communication and the practical application of theoretical concepts. This is a performance as well as theory course. Open to freshmen only. *The Department*

Sa 101 Formal Speaking in Public (F, S; 3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including extemporaneous, impromptu and manuscript methods. A considerable use is made of recordings, so that students may evaluate their own progress. This course is required for all communication majors. *The Department*

Sa 103 Influence and Action: Elements of Persuasion (S; 3)

How and why audiences are persuaded to accept a speaker's viewpoint with experience in applying principles to classroom speaking situations. *Donald Fishman*

Sa 104 Interpersonal Communication (F, S; 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one to one) communications to formal situations. The course is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and non-verbal communication techniques stressed. *Dorman Picklesimer, Jr.*

Sa 105 Man and Communication (F, S; 3)

A historical survey of communication theories and practices in Western cultures up to the Twentieth Century. This course is required for all communication majors. *Donald Fishman*

Sa 107 Voice and Articulation for the Electronic Media (F, S; 3)

Especially designed for students who wish to handle scripts effectively in radio and television performance, this course focuses upon a variety of news reports, public interest announcements and commercials which provide class members with practical experience in reading aloud. Attention will be given as well to clear articulation and pronunciation which observes the General American standard. In this process students who have problems with local accents and sloppy articulation (undesirable for professionals in the electronic media) receive personal attention from their professor and are encouraged to develop acceptable speech performance. Students, including communication majors, who are confronted with problems in these areas are urged to elect this course and deal with their difficulties meaningfully. *Gail-Anne McGrath*

Advanced Courses

Sa 202 Persuasive Speaking in Conference and Committee (F; 3)

This course is concerned with developing the skills of the student advocate who seeks a future in business and industrial management, public service or the law. The class opens with a concentration on the preparation of a persuasive message which calls for a change in policy or procedure within a corporate division, business department or in local, state or national legislature. Appropriate language, organization and the several facets of persuasive argumentation are studied. Time is given to analyzing the audience in a boardroom, a departmental meeting and decision-making committee, and the process of adapting the message to a specific audience is studied. In a series of speeches, gradually increasing in length, students will work to improve their delivery and will make use of videotape in the process. In the final meetings of the class students will present longer speeches. This course is for non-majors only. *John Lawton*

Sa 206 Group Dynamics (S; 3)

This course concentrates on the problem-solving process using the group discussion method. While both sociological and psychological aspects are considered, the emphasis in the course is on group and interpersonal communication techniques. Attention is given to participation and leadership in problem-solving and policy making discussions.

Dorman Picklesimer, Jr.

Sa 212 Freedom of Speech, Press and Association (S; 3)

Students will survey limitations on free expression which are operative in American society, and consider the historical, philosophical and legal background of such limitations. Attention is focused on the free speech theories which have emerged in the 20th century decisions of the U.S. Supreme Court. During these years of political disputes and economic crisis, the individual's freedom of expression in the public forum will be investigated. The course will concentrate on political dissent and human rights in the US and abroad, free press, fair trial and whether TV cameras and newsmen should appear in courtroom trials, shield laws and newsmen's privileged protection of confidential sources of information, executive and legislative immunity and secrecy in all branches of government, and the policy implications of the conflict between the Privacy Act and the Freedom of Information Act. Attention will also be given to public access to the media, equal time, free time and the fairness doctrine, defamation of character, and invasion of privacy with an emphasis on advertising law in these areas. Reading of two major textbooks and extensive class handouts will be required.

Daniel M. Rohrer

Sa 213 Media Law (F; 3)

This course will examine the constitutional and regulatory framework controlling the electronic media. Emphasis will be placed on the philosophical premises underlying the system of freedom of expression as well as the current operational difficulties. Attention will be focused on topics dealing with (1) legal protection in broadcasting news and opinion (2) the right of access to the media (3) standards for judging the public interest (4) cable television. Completion of Sa 212 or consent of the instructor is required.

Donald Fishman

Sa 214 Campaign Rhetoric (F; 3)

This course is taught in the fall of each election year. It involves studies in the rhetoric used by presidential and congressional aspirants. It considers the making of issues, the developing of issues, rhetorical strategy and tactics in election speech-making, and the meeting and avoiding of issues.

Daniel M. Rohrer

Sa 216 The Reporter and the Law (F; 3)

This course involves a consideration of the day-to-day techniques of news reporting of the courts which provide an important explanation of the key differences between the professions of journalism and the law. It describes basic approaches to legal reporting in general and analyzes the special legal risks that confront the reporter on the court house beat and in the investigation of crime related stories.

Daniel M. Rohrer

The Mass Communication Media**Sa 320 Mass Media: Survey in the 20th Century (S; 3)**

This survey course will examine the nature, scope, and function of the mass media in America. Attention will be placed on both print and the electronic media and an attempt will be made to formulate rhetorical interpretations about the impact of the media on various segments of American life. Special emphasis will be given to the development of an access principle, a reassessment of the fairness doctrine, and recent license renewal challenges. Consideration will also be given to the broader themes that are raised by transformations in the media during the 1980s.

Marilyn Matelski

Sa 321 Radio: An Introductory Course (F, S; 3)

Areas to be studied include: history of radio, the Federal Communications Commission, broadcast law, radio station operation and radio programming. Practical experiences center on audio production and performance, newswriting, and commercial writing.

Marilyn Matelski

Sa 322 Television: An Introductory Course (F, S; 3)

Areas to be studied include: history of television, the Federal Communications Commission, broadcast law, television station

operation and television programming. An important part of the course is television production and performance.

Donald Hurwitz
Marilyn Matelski

Sa 323 Introduction to Journalism (F, S; 3)

In a general survey course on how to read and write for newspapers and magazines, we will be focusing most of our attention on the Boston media. Students will learn how articles and publications are put together, how orders of priorities are decided, how writing styles can be improved. Learning how to read critically is a byproduct of this course. Students will be required to write an interview story, a news feature, an on-the-spot feature, a column or review, and a final in-depth report. Leaving campus to pursue stories will be a necessity. Students will also be expected to keep abreast of the world's day-to-day news and events.

Maureen Goss
Laurence Barton

Sa 324 Introduction to Public Relations (F, S; 3)

This introduction to the field treats its definition and concepts as well as its historical development and its ethical and legal factors. Relationships between public relations, publicity, and the mass media receive attention. Emphasis is placed on audience analysis and on such essential public relations devices as the interview, press conferences, newspaper features, profiles and special articles. Client preparation for the televised talk show is also considered.

Laurence Barton

Sa 329 Special Program Concepts in the Electronic Media, The Interview, The Talk Show and Political Speaking (F; 3)

Firstly this class is concerned with the techniques of radio and television interviewing. Next attention is centered on the talk show concept and various program types are analyzed. Several talk show hosts in the Greater Boston area will discuss major problems which have confronted them, and the solutions which they employed. Special attention is given to the techniques of handling an audience-participation talk show.

During the final weeks of the course class members will study effective political speaking on radio and television and reconsider the techniques of such persuasive media performers as Franklin D. Roosevelt, John F. Kennedy and Senator Wayne Morse (Oregon). In addition to this study of models students may prepare and video tape their own persuasive speaking.

As the course ends all students will submit a documented essay on a topic approved by the professor.

John H. Lawton

Sa 330 Radio and Television Workshop (F; 3)

Prerequisite: Sa 329 Talk Show (no exceptions)

In this class students are concerned entirely with the preparation of radio and television programs for stations in the Greater Boston area, in Eastern Massachusetts, and (in some instances) at Portland, Maine and Providence, Rhode Island. By permission of the professor only.

John H. Lawton

Sa 332 Broadcast Writing (F, S; 3)

Writing of various types of materials for broadcast use. The course will emphasize those skills necessary for entry level positions which require writing skills. Types of continuity to be studied will be news, commercial copy, and dramatic writing for both radio and television. The role of the writer in a production will also be discussed.

Marilyn Matelski

Sa 333 The Television Documentary (F; 3)

This course explores the past 25 years of documentaries, news specials and investigative reports on television. As we view in class several examples from the vaults of CBS, NBC, ABC and the public broadcasting network, we will be concentrating on three areas: the changing history of style and content in TV documentaries, a survey of the process of the making of a TV documentary, and the art of analyzing and critiquing a TV documentary. Written reviews will be required. We will also be examining the genesis of one independently-made film in a guest lecture.

The Department

Sa 334 The American Film: Influencing Action in the Business and Political Communities (F; 3)

This course is concerned with the role of films in shaping public opinion and influencing decision making. Students will view and analyze moving pictures released by agencies in the Federal government with a view toward arousing sympathetic public re-

sponse. Various documentaries circulated by Departments of the Interior, Defense and Health, Education and Welfare will be given special attention. Network documentaries such as "The Secret War" and "Hunger in America" will also be shown and discussed. Attention will be given as well to advertising and documentaries released by business concerns. Thus, the thrust of the course is to broaden student understanding of the cinema as a significant agency in influencing public opinion.

John H. Lawton
Marilyn Matelski

Sa 338 Public Affairs and International Reporting (F, S; 3)

This course is designed to examine techniques of newsgathering used by reporters dealing with domestic and international issues. Among the topics covered in the course are: (a) Access to records and documents in the executive, legislative, and judicial branches of government; (b) Willing and unwilling sources; (c) The Sunshine Act and Open-Record Meeting; (d) Wireservice materials; (e) Reporting international news. This is primarily a lecture/discussion course, and students are not required to have completed any other journalism courses before enrolling in Public Affairs and International Reporting.

Laurence Barton

Sa 339 Advertising Law (F; 3)

This course concentrates on the legal and regulatory framework within which the field of advertising attempts to function. It includes four units entitled: (1) How to Incorporate an Advertising Agency, (2) Warranties and Deceptive Advertising, (3) False and Deceptive Advertising, and (4) Commercial Speech. The first unit discusses the legal apparatus involved in establishing and maintaining an advertising agency. The second unit addresses the problem of contractual and tort liability in advertising, and suggests that warranties limit rather than create liability on the part of the industry. Unit three considers both federal and state regulations in advertising, and investigates the question of puffery in advertising. The fourth unit ties together a wide range of advertising issues which have emerged in the 1980's. They include the regulation of prescription drug prices, legal fees for services, and the question of distributing handbills. The question of whether corporations should be permitted to finance the advertising and promotion of political issues bridges the gap between commercial and political speech, as does the controversy over whether sex and violence on television should be curtailed. Race and sex discrimination in advertising is considered, as are the interests of Action for Children's Television and the question of whether media conglomerates should be dispersed.

Daniel Rohrer

Sa 345 Social Aspects of Mass Communication (F; 3)

Prerequisite: Sa 105, Sa 322 or advanced undergraduate standing and permission of the instructor.

This course assesses the impact of the electronic media on American institutions, habits of thought, and styles of life. Topics to be considered include: the role of the mass media in creating a mass society; the debate concerning the effects of television; the sociology of media professionals; and new communications technologies and the American future.

Donald Hurwitz

Sa 346 Broadcasting and Its Audience (S; 3)

What are the mechanisms and standards of judgement that can be applied to guide and evaluate the broadcast industry in its mission? This course will examine three perspectives on those who receive the messages of mass media: market, public, and audience. After exploring the background and development of these conceptions, we will go on to consider the varieties of social sciences—program and audience measurement, ascertainment surveys, etc.—growing out of them and adopted by the broadcasting community. We will then examine the criticisms made of these forms of research by the industry, citizen groups, and the popular press. The course will culminate in an evaluation of the whole: the audience standard that has evolved, and the mechanisms of commercial social research that support it.

Donald Hurwitz

Sa 348 Broadcast Programming (S; 3)

This course will examine programming strategies in radio and television. The focus of the course is on developing media strategies to capture a particular segment of the mass audience, and the course will analyze competitive scheduling techniques, spe-

cial vs. regular series programming, network-affiliate relationships, and the influence of broadcast advertising on programming.

J. MacDonald

Sa 440 Introduction to Advertising (F, S; 3)

This course explores both the structure and the processes of national consumer advertising in modern day America. Topics studied include: the organization of the advertising agency and its relationship with a client, the determination of an advertising budget, research for advertising and the marketing orientation, and the creative uses of the various advertising media. In addition to lectures, discussions and guest speakers, students will participate in the formulation of an advertising campaign plan.

Donald Hurwitz

Sa 442 Commercial Writing: The Print Media (S;3)

Prerequisite: Ability to write.

This course focuses on how to bring salesmanship into your writing style, how to market specific commodities, how to persuade an audience or certain consumers to accept your product and your personality. We will concern ourselves with the field of advertising copywriting and the general idea of public relations and promotions. This is all directed to the print media only and not radio or TV.

Laurence Barton

Sa 446 Photo Journalism (F; 3)

This course is concerned with the essentiality of photography in creating a meaningful and attention winning news story. Students in this course are required to do field work of an increasingly challenging nature, and are evaluated on their skill in incorporating film and narrative in one story.

The Department

Sa 447 Commercial Time Sales in the Local Market (S; 3)

This course is concerned with the sales of commercial time to business concerns, manufacturers and other agencies in the local market. The professor will concern himself with the analysis of the market, various types of commercials available and the adapting of such commercials to the needs of prospective advertisers.

Department majors requesting this course should have completed Sa 322, and Sa 440.

Douglas Tanger

Sa 448 Broadcast Management (S; 3)

Management techniques and the relationship of management to station personnel are analyzed in this particular course. A department faculty member handles class work; however, several TV and radio station managers present lectures in pertinent areas.

Donald Fishman

Advanced Course Work in the Media

Sa 449 Advanced Television Production (F, S; 3)

This course will deal with the study and practice in the production and evaluation of television from conception to broadcast. Special emphasis will be placed upon the concept of visualization and creative design. The economics of television production and budgeting will be discussed as integral parts of program development. Registration by permission only.

Marilyn Matelski

Sa 450 Broadcasting—A Critical Evaluation (S; 3)

An exploration of contemporary radio and television from a critical viewpoint. An appraisal of network and local station programming policies and program content—including entertainment, news, public affairs and children's programs. Also being studied are broadcasting economics, advertising and the business corporation; legal regulations; and the sociological impact of the media.

Donald Hurwitz

Sa 451 Advanced Television Scriptwriting (S; 3)

This course is concerned with creative writing for the television media rather than sales persuasion, commercials, etc. The professor will give particular attention to the writing of the documentary program, to the theatre script and to several types of public discussion. Prerequisites for the class include: Intro to Television and some other pertinent course work in this medium.

The Department

Sa 453 Advanced Journalism (S; 3)

Prerequisite: Ability to write, or Introduction to Journalism.

Students will learn how to compose their critical thoughts and let their individual styles come through their writing in this course, which deals explicitly with reviewing films, plays, concerts, albums, books, art, dance, restaurants, television programming and the news media. In a sense, although most efforts will be channeled into improving concepts of writing and analysis, this course by its very nature will assume the role of an arts appreciation seminar. Desire and willingness to develop expertise in this area is imperative. Students will be expected to write 8–10 reviews and/or articles geared to the formats of newspapers, magazines or Sunday Supplements.

Maureen Goss
Laurence Barton

Sa 457 Senior Seminar in the Media (S; 3)

This course will focus on selected problems in the media. During the 1982–83 term, attention will be devoted to: (1) New Journalism, (2) Childrens Television, (3) Politics and the Media. This course is open to senior majors; limited enrollment of other students with the prior consent of the instructor. *The Department*

Sa 520 Media Workshop (F, S; 3)

This program is open to communication majors in junior and senior year only and provides them with partial internships in the media, including radio and television stations, newspapers, periodicals and various areas of the film industry. In a few instances internships in media-oriented public relations firms are available to students.

John H. Lawton

Sa 521 Media Workshop II (F, S; 3)

Additional apprenticeship training in the media is available for departmental majors for a second semester.

John H. Lawton

Sa 522 Media Workshop III (F, S; 3)

Further experience in mass media and allied areas.

John H. Lawton

Sa 594.01 Introduction to Honors (S; 3)

Under this new arrangement, students wishing to participate in the Department's program in honors during their senior year will participate in this preparatory course in the second semester of their junior year. The professor who will handle this preparatory course will review research techniques, deal with scientific sampling and guide students in selecting a project which can be properly researched and reported in the first semester of the senior year. Each junior in the class will fully outline his or her proposal, select appropriate methods of inquiry and report probable sources before the course ends. Students who complete this preparatory course successfully may move on to Sa 595.01 which is scheduled for the first semester of the senior year. Students entering honors must have a cumulative grade point average of 3.4.

Donald Fishman

Sa 595.01 Honors Program in Communications (F; 3)

Candidates for department honors are those who have done high level work in Sa 594.01. During the first semester of their senior year these students, with the guidance of a faculty member, will complete the proposal drawn in the previous course.

Communication Faculty

Sa 597.01 Readings and Research in Communications (F, S; 3)

Students are not encouraged to employ this course for anything but a very specific program, which must be approved by a faculty member and by the chairperson as well.

Sa 603 Survey of Organizational Communication (F; 3)

This course focuses on several significant areas of communication theory that apply to organizational communications. Attention is devoted to the use of mass media in corporations, corporate public relations, and the development of promotional campaigns to foster favorable public opinion.

John H. Lawton

Theatre

Sa 140 Introduction to the Theatre (F; 3)

A general course principally for non-majors which emphasizes factors influencing form and content in dramatic literature. At-

tention is also given to director's, actor's, and designer's roles in modern theatre practice.

J. Paul Marcoux

Sa 141 Oral Interpretation of Literature (S; 3)

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication.

J. Paul Marcoux

Sa 143–144 Elements of Theatre Production (F, S; 3, 3)

A lecture-laboratory course designed for the student of theatre who wishes to gain competency in the areas of stagecraft, lighting, make-up, costume, stage properties and theatre administration. Emphasis is placed on concentrated work and involvement in the Boston College Dramatics Society productions.

Howard Enoch

Sa 145 History of Theatre I (F; 3)

This course follows the simultaneous development of the actor, playwright, architect and director from the Dionysian theatre to the theatre of Shakespeare.

Joseph M. Larkin, S.J.

Sa 146 History of Theatre II (S; 3)

Sa 145

This course deals with the theatre from the Restoration period to 1900. Growth of the American theatre and developing European forms are considered.

Joseph M. Larkin, S.J.

Sa 147 Modern Theatre (S; 3)

Theatrical and literary analysis of a sixty year period of drama ranging from Henrik Ibsen (1890) to Edward Albee (1950). Modern theatre in both Europe and America is studied with a concern for the historical, social, cultural implications of drama in terms of man's relationship to nature, society, work, himself, and the past.

Joseph M. Larkin, S.J.

Sa 250 Theatre Management (F; 3)

This course is designed for students with a joint interest in management and theatre production. It will focus on box office procedures, accounting, promotion and advertising techniques, public relations, audience development and related concerns of the theatre administrator. There will be opportunities for internship experience in conjunction with the major productions of the University Theatre and in professional theatres in Boston.

The Department

Sa 252 Creative Dramatics (F; 3)

Creative Dramatics is a discipline of theatre and education which concerns itself with informal dramatic activity for children. Students will be trained to become creative dramatics leaders skilled in the use of improvisation, pantomime, movement, storytelling, and puppets. Weekly workshops, during class time, will be used to develop and reinforce these skills. Emphasis is placed on the development of spontaneous informal play as a loosely structured, imaginative form of personal expression.

The Department

Sa 259 Children's Theatre (S; 3)

Techniques and methods of producing a wide variety of children's plays from the traditional to the experimental is the concern of this course. Students in the class will become members of the Boston College Children's Theatre Company and have a variety of opportunities to produce a children's play that will tour Boston College Learning Center Schools. Special consideration given to the problems of production: scenery, costumes, touring shows.

The Department

Sa 302 Principles of Acting (F, S; 3)

Students of this course will be auditioned in the first two weeks to determine the type of acting experiences most appropriate to individual needs and experience. The class will then be divided to provide a degree of flexibility. Groups will work independently on concentration, observation, sense recall and related principles. On occasion, groups will re-form for special projects such as voice and body work, preparing a role and rehearsal techniques. The course does not pre-suppose acting experience but does take for

granted a sincerity of purpose in learning about the actor's craft as well as the actor's act.

Howard Enoch
J. Paul Marcoux

Sa 303 Acting Workshop (F, S; 3)

This course pre-supposes some exposure to the actor's art and craft. As with Sa 302 (Principles of Acting), the class will be divided to promote unity of aim and perception. The emphasis will be on scripted materials with scene work the major means of developing believability in a variety of roles. The student should be reasonably conversant with a wide spectrum of dramatic literature. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable time and energy to their own development as performers.

J. Paul Marcoux
Howard Enoch

Sa 306 Play Direction I (F; 3)

A course in the fundamentals of script analysis, blocking and interpretation. Investigation of various schools and techniques of play direction, classroom exercises in stage geography, and using stage pictures to heighten communication are among the topics covered. Although there are no prerequisites for this course, the serious student of theatre is advised to complete some work in acting or stage movement before taking it.

Joseph M. Larkin, S.J.

Sa 307 Play Direction II (S; 3)

Prerequisite: Sa 306 or permission of the instructor.

A continuation of Sa 306, this course will stress performance. The student will be expected to prepare several scenes for class evaluation and discussion. Each scene will demonstrate the student's solution to such problems as shifting focus; underlying rhythm; adjusting tempo to meet demands of the script; working with actors; coordinating the work of the designer, costumer and other department heads and adapting materials to better meet the needs of audiences. Some students will assist in preparing major productions of the University Theatre and the Boston College Dramatics Society while others are directing workshop productions.

J. Paul Marcoux

Sa 309 Design for the Theatre (S; 3)

This course will provide the student with the basic principles of theatre design. The student will learn how to creatively apply design to an interpretation of a work and its characters. There will be both a theoretical and practical approach to design. The theoretical aspect of the course will examine major historical periods, their styles of costume, architecture, furniture and ornamentation, from ancient Egypt to the beginning of the 20th century. There will be discussions of the particular design requirements for the various genres of performance, such as drama, ballet, and opera. The student will then be required to translate this theoretical knowledge into its practical application for a specific project such as a particular play, opera, or ballet. This course will include a study of the techniques of rendering design in various media as well as working with 3-dimensional models. The course is recommended for fine arts majors, theatre majors and other students with an interest in design.

Elena Ivanova

Sa 347 Movement for Theatre (F; 3)

Through warm-up exercises, discussion of design, time, and motivation, and individual problem solving, the student will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. We will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a relaxed center, we will try to experience greater freedom of the voice and interpretive expression. The course does not require previous experience.

Pamela Renna

Sa 349 Speech for the Stage (F; 3)

Emphasis in this course is placed on the proper execution of speech in conjunction with theatrical characterization. Personal development of good speech habits will be encouraged. In addition, theory and practice of the analysis of vocal demands for theatrical characters is pursued in great detail. The theory of phonetical analysis of dialect, the use of vocal range, and the

control of the speech instrument are also among the key areas of concern in this course.

The Department

Sa 360 Stage Design (S; 3)

A study of the artistic and practical elements involved in preparing a stage setting, this course will provide drafting experience and opportunities for analyzing plays from the standpoint of their visual requirements. The history of scene design and its relation to other forms will be studied. Sa 143 and Sa 144 are recommended although not required as background courses.

Howard Enoch

Sa 361 Media Lighting (S; 3)

The theory of illumination for the arts is explored in its fullest implications. Theatre, dance, cinema, video, photography, and rock and roll lighting will be used as examples of the art of creative illumination. As an art form and a practical science, media lighting presents a complex subject for detailed investigation. Some drafting ability and practical experience in one of the areas previously mentioned is desirable as background for the course.

Howard Enoch

Sa 454 Playwriting (S; 3)

Permission of instructor required.

This is a laboratory course dealing with the basic elements of the playwright's art. A fully developed short play will be required. Some of these will be given a public production. Joseph M. Larkin, S.J.

Sa 455 Costuming for Theatre (F; 3)

This course is a practical study of the theory, history and execution of theatrical costuming. In the area of theory, subjects such as draping, cutting, and pattern drafting are included. A careful study of the historical development of costuming as well as the role of historical accuracy in current theatrical productions is a key portion of the course. Finally, an important part of the course is the practical experience gained by participating in the design and execution of costumes for University Theatre and Dramatics Society productions.

Elena Ivanova

Sa 460 Basic Dance Composition (S; 3)

This course involves an historical appreciation of how choreographic skills developed during the past three centuries and the relationship of dance and music structuring. We will consider shape, dynamics, rhythm, motivation, abstraction, and the interplay of the different elements involved in a dance piece (such as sound, costumes, lights, and general mood).

Through improvisation and short movement studies, and by seeing short pieces that other students have constructed, each student will be able to see how these elements actually work. Through discussion and criticism, we will encourage experimentation and individual participation. Two written dance reviews, a book review, and a final performance project will be required.

Pamela Renna

Sa 464 Experimental Theatre (F; 3)

An intensive study of several European playwrights who have helped to establish trends in the contemporary theatre. Major emphasis will be on the work of Brecht, Beckett, Ionesco, Genet and Pinter. Some attention will also be given to the experimental work of Grotowski, Brook, Chaikin, Beck and others. The course will critically examine movements such as "theatre of the absurd", "theatre of the grotesque", "theatre of cruelty," "theatre of ritual", and others.

J. Paul Marcoux

Sa 555 Theatre Aesthetics and Dramatic Criticism (F; 3)

Prerequisite: Sa 146, Sa 147 or permission of the instructor.

Historical and contemporary theories of art as they apply to the theatre are considered. Criteria for judging relative values of current theatrical theory receive attention.

Joseph M. Larkin, S.J.

Sa 556 Senior Seminar in Theatre (F; 3)

Restricted to senior theatre majors and co-majors, this course has three main objectives: 1) to synthesize the undergraduate program in theatre and to explore the inter-relatedness of its various aspects; 2) to prepare for and take comprehensive examinations in preparation for graduate work in theatre; 3) to actively participate in a major research project. This activity will be directly related to the student's career goal. This course is required for all theatre

majors and co-majors and is not open to others without the express permission of the instructor. *J. Paul Marcoux*

Sa 595.02 Honors Program in Theatre (F; 3)

Candidates for the department Honors program are selected in the first semester of the junior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval. Those who complete this preparation successfully may move on to Sa 596.02 which is scheduled for the first semester of the senior year.

Sa 596.02 Honors Program in Theatre (S; 3)

In this course students undertake the necessary research and investigation demanded by their project. They then submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

Sa 598 Research and Reading in Theatre (F, S; 3)

Prerequisite: Senior standing and 12 credit hours in theatre. *The Department*

Speech-Language Pathology and Audiology

Sa 171 Introduction to Speech-Language Pathology (F; 3)

Survey of the major categories of speech, language and hearing problems. This course examines child and adult populations and introduces concepts of therapeutic management. Normal development and pathological processes are discussed. *Linda Rosen*

Sa 172 Phonetics (S; 3)

Study of the International Phonetic Alphabet with work in transcription. This course explores theories of sound formation and representation with emphasis on American English usage and deviations experienced in speech-language-hearing impaired population. *Linda Rosen*

Sa 180 Language Acquisition (F; 3)

An overview of the underlying physiological, psychological and perceptual processes involved in language development, as well as environmental influences. Study of theories of language acquisition and the developmental patterns seen in normal emergence of language abilities. *Donna Fayad*

Sa 270 Anatomy and Physiology of the Vocal Mechanism (F; 3)

A study of the anatomy, physiology and neurology of the vocal mechanism. Class lectures are supplemented by laboratory experience in off-campus facilities. *Howard Zubick*

Sa 273 Audiology I (F; 3)

Prerequisite: Sa 171

A study of audiometric testing and diagnosis. Class lectures are supplemented by laboratory experience in off-campus facilities. *Howard Zubick*

Sa 274 Diagnostic Procedures (S; 3)

Prerequisite: Sa 171

An introduction to testing procedures in speech and language evaluation of adults and children. Test administration experience is included. *Donna Fayad*

Sa 275 Articulation Theories and Therapies (S; 3)

Prerequisite: Sa 171 and 172

A concentrated study of sound production impairments with emphasis on functional and organic handicaps. Current literature, clinical evaluation and rehabilitation techniques are discussed. *Linda Rosen*

Sa 283 Seminar in Clinical Methods (S; 3)

Prerequisite: Sa 274

Concentrated study of therapy methods, test administration protocol and test interpretation for skillful speech and language evaluation. *Donna Fayad*

Sa 377 Clinical Practice (F; 3)

Prerequisite: Permission required

A program of supervised therapy. *The Department*

Sa 378 Clinical Practice (S; 3)

Prerequisite: Permission required

A program of supervised therapy. *The Department*

Sa 481 Audiology II (S; 3)

Prerequisite: Sa 273

Advanced pure tone testing procedures. In depth discussion of discrimination as it pertains to effective use of amplification. Introduction to auditory and visual input modalities as they apply to the aural rehabilitation process. *Howard Zubick*

Sa 483 Aphasia: Theories and Therapies (S; 3)

Prerequisite: Sa 274

A general introduction to language disorders associated with the cerebral vascular accident. Diagnostic and rehabilitation considerations. *The Department*

Sa 485 Stuttering: Theories and Therapies (F; 3)

Prerequisite: Sa 274

An introduction to current and historical theoretical approaches to the problem of stuttering. Review of the therapy approaches with particular emphasis on more recent research and treatment methods. *Linda Rosen*

Sa 487 Language Disorders in Children (S; 3)

Prerequisite: Sa 180 and Sa 274

Discussion, reading, and examination of materials covering the phenomenon of language pathology in children. Study of etiology, differential diagnosis, and theoretical and practical approaches to language therapy based upon an understanding of the normal language acquisition process. *Linda Rosen*

Sa 489 Organic Disorders of Speech (F; 3)

Prerequisite: Sa 274

Introduction to phonemic and voice disorders resulting from maxillofacial and laryngeal abnormalities. Discussion of tests and materials used in evaluating individuals with organic disorders. In depth study of therapeutic measures. *Linda Rosen*

Sa 490 Seminar in Research Methods (S; 3)

Critical review of current Speech-Language/Audiology research literature with specific emphasis on design, analysis and reporting procedures. *Howard Zubick*

Sa 595.03 Honors Program in Speech-Language Pathology (F; 3)

Prerequisite: Departmental Approval

The first of a two-course sequence designed to provide the exceptional student with an opportunity for an intensive independent project. The year-long format involves preparation of a proposal, to be approved during Junior year, followed by literature review, project execution, and manuscript preparation. *Linda Rosen*

Sa 596.03 Honors Program in Speech-Language Pathology (S; 3)

Prerequisite: Sa 595

The second semester of the Honor Program described above during which the student's manuscript is completed and submitted for appropriate revisions. *Linda Rosen*

Sa 599 Research and Reading in Speech-Language Pathology and Audiology

Prerequisite: Permission required.

A one-semester independent study during which the student investigates a topic of interest not otherwise included in standard course listings and prepares a manuscript.

In the Speech Science sequence, experiences in a wide variety of hospitals, clinics, and other appropriate health-related agencies are a vital part of the clinical program. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing their own transportation to and from those facilities.

Theology

Faculty

Gasson Chair Professor Avery Dulles, S.J., A.B., Harvard; Ph.L., Woodstock; S.T.L., S.T.D., Gregorian University

Professor Ernest L. Fortin, A.A., A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Professor James Hennesey, S.J., A.B., Loyola University; Ph.L., S.T.B., S.T.L., Woodstock College; Ph.D., Catholic University

Professor Rev. Philip J. King, A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Professor Franz Jozef van Beeck, S.J., Ph.L., Berchmanianum, Nijmegen; Ph.D., Universiteit van Amsterdam; S.T.L., Canisianum, Maastricht

Visiting Distinguished Professor Rev. Bernard J. F. Lonergan, S.J. A.B., Heythrop College; S.T.L., S.T.D., Gregorian University

Associate Professor Stephen F. Brown, A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Associate Professor Lisa Sowle Cahill, A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Associate Professor Mary F. Daly, A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

Associate Professor Robert Daly, S.J., Chairman of the Department A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Associate Professor Harvey Egan, S.J., B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Associate Professor J. Cheryl Exum, A.B., Wake Forest University; A.M., M.Phil., Columbia University

Associate Professor Rev. Thomas H. Groome, A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

Associate Professor Frederick Lawrence, A.B., St. John's College; D.Th., University of Basel

Associate Professor David Neiman, A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

Associate Professor Rev. James A. O'Donohoe, A.B., Boston College; J.C.D., Catholic University of Louvain

Associate Professor PHEME Perkins, A.B., St. John's College; A.M., Ph.D., Harvard University

Associate Professor Anthony Saldarini, A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Associate Professor Margaret Amy Schatkin, A.B., Queens College; A.M., Ph.D., Fordham University; (Cand.) Th.D., Princeton Theological Seminary

Associate Professor Theodore Steeman, O.F.M., B.D., Weert; Drs. Soc. University of Leyden; Ph.D., Harvard University

Associate Professor Thomas E. Wangler, B.S., LeMoyne College; M.A., Ph.D., Marquette University

Assistant Professor Mary Boys, S.N.J.M., A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

Assistant Professor Edward R. Callahan, A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor Gerald T. Carney, A.B., Cathedral College; A.M., Ph.D., Fordham University

Assistant Professor David F. Carroll, S.J., A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College

Assistant Professor Patricia E. DeLeeuw, A.B., University of Detroit; M.S.L., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Assistant Professor Miles L. Fay, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

Assistant Professor James Halpin, S.J., A.B., A.M., M.S., Boston

College; Th.L., San Francisco, Barcelona, Spain; S.T.D., Gregorian University, Rome

Assistant Professor Claire Lowery, R.S.C.J., A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Assistant Professor H. John McDargh, A.B., Emory University; Ph.D. Harvard University

Assistant Professor Susan M. Praeder, B.A., Radcliffe College; M.A., Ph.D., University of California at Berkeley

Assistant Professor Patrick J. Ryan, S.J., A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor James M. Weiss, A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Lecturer Padraic O'Hare, Associate Director of Institute of Religious Education and Service
A.B., St. Francis College; A.M., Fordham University; A.M., Manhattan College; Ed.D., Columbia University

Lecturer Francis Sullivan, S.J., A.B., Boston College; A.M., Boston College; S.T.L., Boston College; Dr. Theol., l'Institut Catholique de Paris

Program Description

The Major Program

Boston College offers to theology majors opportunities and programs unmatched among major universities. The department has over thirty full-time faculty members and draws upon the services of some fifteen other adjunct members. Advanced majors can cross-register into some 700 courses taught by 150 faculty members in the other eight schools of the Boston Theological Institute: Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Harvard Divinity School, Gordon-Conwell Theological Seminary, Holy Cross Greek Orthodox Seminary, Saint John's Seminary, Weston School of Theology. In short, majors have ready access to the resources of one of the world's great theological centers.

The discipline of theology is an intellectual reflection upon the experience of faith. Students major in it for a variety of reasons: as preparation for eventual academic or religious careers, as background for work or teaching in religious education, as an intellectually or personally integrating liberal arts experience, or simply, in conjunction with other academic or career objectives, as an aid to a more effective personal assimilation of the riches of the Western religious tradition.

For this reason, the department's student advisory system arranges, according to each student's needs and abilities, an individualized program within the following framework (includes university core requirements):

Introductory Courses (usually core or level one):

1 Old Testament

1 New Testament

2 from the following three areas:

Systematics

Historical Theology

Religion and Society (at least one course in Religion and Society is required, at the core level or at a higher level.)

Level Three Electives:

1 Bible

1 Systematics

1 Historical Theology (a course in Church History is recommended on the core level, or level 3)

3 Electives

Majors are encouraged to engage in cross-disciplinary work, especially with other humanities departments and the social sciences. It is also possible for students in the School of Management and for secondary education majors in the School of Education to major in Theology, and for Theology majors to concentrate in education in the School of Education. Outstanding students are

encouraged to write honors theses or become Scholars of the College.

On the graduate level, the department offers the M.A. and the Ph.D. in Theology. The Institute for Religious Education and Pastoral Ministry, whose faculty members are full-time members of the Theology Department, offers the M.A. in Pastoral Ministry, the M.Ed. and Certificate of Advanced Educational Specialization (C.A.E.S.) in Religious Education, and the Ph.D. in Religion and Education.

The Core Program

The Goals of the Core

In all theology core courses, the department has in mind three goals. The first two goals are essential to the theology core, the third goal is optional and applies in varying ways only to some courses.

1. There is a general, liberal arts educational goal by which all core Theology courses aim, in general, to inculcate a sensitivity to the religious suppositions of our culture. More particularly, they aim to help students acquire, e.g., (a) a coherent view of what religion is and how it develops; (b) a thought-out basis for freedom and moral action; (c) a reflective awareness of whatever their own inner experience of God and religious reality might be. Ultimately, they aim to help the student both to appreciate the forms in which the religious and theological insights of humanity are expressed, and to integrate religious knowledge and experience into a total world view.

2. There is a specific, theological goal by which core theology courses include instruction in the significant phenomena of the Christian tradition as well as of other major living religious traditions. They are content-oriented, deal with a fairly broad range of material, and introduce the student to at least one method of understanding religious phenomena, such as: biblical/exegetical, historical, doctrinal/systematic, ethical and/or social-scientific. This is done in such a way that comparison and contrast with other methods (theological or other) is possible.

3. Some core theology courses also have, in addition, specifically religious or confessional goals such as: (a) an introduction to a specific religious tradition or experience (Catholic, Jewish, Eastern Orthodox, etc.); (b) an invitation to belief; (c) a healing of past negative religious experience; (d) special attention to the affective as well as to the reflective and analytic aspects of religion and theology. The course descriptions will generally give indication of these goals. The student is invited to consult with the particular professor or with the department for further clarification.

Fulfilling the Core

The university core requirement of 6 credit-hours in theology may be fulfilled according to one of three models:

- I. Most theology core courses are individual 3-credit courses designed to meet the core goals while concentrating on one of the major approaches to theology: biblical, historical, ethical and doctrinal. The Core requirement is fulfilled by taking two of these courses. Code: Core I.
- II. There are a certain number of six-credit, two-semester courses which provide a broad introduction to one of the major approaches to theology, but in such a way as to meet the general liberal-arts-educational and theological goals of the core. Within this model are two options:
 - A. Th 041+042; 284+294: six-credit, full-year courses. Code: Core II A.
 - B. Th 129+130; 178+179; 217+218: six-credit, two-semester courses (3 credits each semester) in which, if the course is open, the second semester may be taken independently of the first. Code: Core II B.
- III. There are also some integrated, 12-credit, full-year, combined courses in Theology and Philosophy. Within this model are three options:
 - A. Th/Pl 090 Perspectives on Western Culture (about 12 sections available). Code: Core III A.
 - B. Th/Pl 088&089 Person and Social Responsibility (Pulse only; about 3 sections available.) Code: Core III B.

C. Th/Pl 083&084 Explorations in Social Ethics (one to two sections available). Code: Core III C.

Course Offerings

Th 001 Introductory Biblical Hebrew (F, S; 3)

The study of the fundamentals of biblical Hebrew grammar and the acquisition of a vocabulary of the frequently occurring words in the Hebrew Old Testament will be the objectives of this introduction.

Jeremiah Donovan, S.J.

Th 005 Genesis: A Jewish Interpretation (F; 3)

A seminar examining the primary book of the Bible for its literary composition, historical roots, moral and theological implications.

Core I

Albert Goldstein

Th 009 Fundamentals of Judaism (F, S; 3)

A survey of the basic principles of religion and their expression in Judaism, and an examination of Jewish religious ideas as expressed in literature set within its historical context.

Core I

Albert Goldstein

Murray Rothman

Th 021 Introduction to the Hebrew Scriptures (Old Testament) (F; 3)

An introduction to the literature, religious ideas, and historical setting of the Hebrew Bible (Christian Old Testament). Focus will be on major biblical concepts such as creation, election, and covenant, with some attention to their development within the prophetic and wisdom traditions.

Core I

J. Cheryl Exum

Philip King

Th 023-024 Faith and History of the Jewish People I, II (F, S; 3, 3)

A survey of the history of the Jewish People, focusing on critical periods and issues in social and religious life. This course will examine the growth and development of Jewish Theology, effects on Judaism of interrelationships between the Church and the Jews, the contacts between Judaism and Islam, and the struggle within the Jewish Community between secular and religious authority.

Core I

David Neiman

Th 026 Themes of the Old Testament (F, S; 3)

This course will give students the chance to explore the origins of two important religions of Western culture, Judaism and Christianity. The foundational experiences of the Hebrew people and the basic ideas about human life and religious belief which arose from these experiences will be studied.

Theodore Hiebert

Th 037 Jewish Background to the New Testament (F; 3)

This course will deal with the historical background of the Jewish world from the time of the Restoration (the rebuilding of Jerusalem and the Temple in the 6th century B.C.E.) until the writing of the Gospels of the New Testament (in the 1st century of the Christian Era).

The religious developments in Judaism will be examined as they were affected by political events and as they in turn had their influence on political changes. These religious developments will be traced to their influence in the rise and growth of the Christian Faith. The Jewish background to the New Testament will be examined and analyzed.

CORE I

David Neiman

Th 050 Introduction to the New Testament (F, S; 3)

This course introduces the student to the cultural, historical and religious milieu in which early Christianity emerged and developed during its first century. Each New Testament work is examined in light of its situation in the early Church which led to its writing. The student is introduced to the methods used by modern biblical scholarship in understanding the "setting" of early Christian literature. Graeco-Roman history, culture and religion are studied insofar as they are presupposed in New Testament writings.

Core I

PHEME PERKINS

Th 052 Jesus the Christ: New Testament Perspectives (F, S; 3)

Introduction to New Testament perspectives on Jesus, focusing on the resurrection, passion and infancy narratives of the four

gospels, working "backward" from the resurrection narratives in order to show their significance for the formation of the gospels.
Core I Mary C. Boys, S.N.J.M.

Th 054 Being a Christian: New Testament Perspectives (F, S; 3)
A consideration of the New Testament as a basis for contemporary Christian life and belief. Two themes will organize the course: the Christian in relation to God and Christian responsibility within the church and in the world. Among the topics to be addressed are New Testament theology and Christology, spirituality, ministry, Christian community, personal and political responsibility, human rights, tradition, and inspiration.
Core I Susan Praeder

Th 070 Sacramental Theology (F, S; 3)
A survey of the seven sacramental actions through which the liturgical worship of the Roman Catholic Church is chiefly expressed. The course will investigate the biblical roots of sacramental theology, and attempt to trace its development from the post-Apostolic period to the liturgical reforms introduced by Vatican II.
Core I Edward Callahan, S.J.

Th 078-079 French Religious Thinkers from Pascal to the Present (F, S; 3, 3)
The course attempts to trace the evolution of French religious thought from the seventeenth century to the Post-World War period and Vatican II. It focuses on a number of representative thinkers who have shaped the French tradition either by defending religion, or by attacking it. Primary sources, to be read in the original, have been preferred throughout.
Ernest Fortin

Th 083-084 Explorations in Social Ethics (F, S; 6, 6)
This course is a twelve-credit, two-semester course, fulfilling the core requirement in both Theology and Philosophy. The aim of the course is to familiarize the student with the main philosophical and theological traditions in ethical thought in Western culture, as these traditions develop in social, economic and cultural history, and as they now can be drawn upon and further developed to deal with the social problems of the current world situation.
Core III C Bruce Moncrieff

Th 085 Faith, Reason and Revelation (F; 3)
This course will study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions will determine the direction and stress. Motivation, intelligibility and growth in a living act of faith will be studied. The personal aspect of faith as it looks at revelation will conclude the course.
Core I David F. Carroll, S.J.

Th 088-089 Person and Social Responsibility (F, S; 6, 6)
This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the Pulse Program, as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice. The classes will attempt to take a deeper look into these, especially with regard to their origins in the lives of individuals and society. Drawing on the works, both contemporary and traditional, of philosophical and religious figures, the classes will engage students in asking the basic moral questions "What is Justice?" "What is Happiness?" and "What kind of society do we live in?" Pulse only.
Core III B (Pulse) Patrick Byrne
Louise Carroll
Margaret Gorman, R.S.C.J.

Th 090 Perspectives on Western Culture I, II (F, S; 6, 6)
This is a special two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values

that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.
Core III A Stephen Brown
Charles Hefling
Pheme Perkins
Anthony Saldarini
James Weiss

Th 098 Black Theology in America (F; 3)
The intention of our inquiry will be to understand the phenomena—Black Theology. This requires our examining the particular way Black people appropriate the basic resources of theology, and then create their own story about God and the way the world is and ought to be.

Fundamental to understanding the theology of blacks in America is having a feel for what it meant and means to be black in America. As critical to understanding Black Theology is the examination of the theological expressions of the black community. These two foci portend the method of inquiry for this course of study.
Core I Charles Stith

Th 102 Contemporary Black Theology (S; 3)
This course is designed to survey the thought of the major contemporary black theologians such as James Cone, DeOtis Roberts, Albert Cleaje, etc. Attention will be given to the background of contemporary black theology and the influence of the civil rights and the black power movements.
Core I Charles Stith

Th 107 Religion in Africa (F; 3)
The course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions to Africa will be discussed. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in changing Africa.
Aloysius Lugira

Th 108 Christianity in Africa (S; 3)
This course is intended to give a historical bird's-eye-view of Christianity in Africa. While Christianity in general will be touched on, emphasis will be laid on the development and the extension of the Catholic tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally a theological outline of the response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.
Aloysius Lugira

Un 110 Horizons of the New Social Sciences (F, S; 3, 3)
The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science and law from a viewpoint that does not prescind from theological issues.
Frederick Lawrence

Th 116 Evangelism in the Early Church (F, S; 3)
The mission and expansion of Christianity in the ancient world. How the early church communicated the good news of salvation to Jews and Gentiles. Topics include: Religion and Society in the Roman Empire, the preaching and teaching of the Apostles, conversion, and consolidation of the Evangelistic outreach in catechesis and apologetics.
Core I Margaret Schatkin

Th 117 Dimensions of World Hunger (F; 3)
An investigation of the nature of the world hunger problem from various perspectives. Offered by the Program for the Study of Peace and War.
Level One Jeanne Gallo

Th 123 Suffering and the Challenge to Belief (F; 3)
What response can any one make to the human suffering of this age? One might begin in utter confoundment and end in anger, forsaking the possibility of understanding. One might begin in anger and end in stoicism, uncomprehending but resigned. One might begin in stoicism and, gradually or suddenly, achieve in-

sight and understanding in ways mysterious and unexpected. We will examine each of these responses during the semester with reference to literature, theology and field experiences.

Core I (Pulse) *Richard Keeley*

Th 124 Faith, Work, Vocation (S; 3)

In what senses can we speak of our work as vocation, a "calling" to service? This course, intended for PULSE students, explores the relationships between faith, work, and vocation by examination of Biblical, biographical and theological texts. Field placement required.

Core I (Pulse) *Richard Keeley*

Th 129–130 Christianity: The Medieval Experience I and II (F, S; 3, 3)

A two-semester survey of the Christian experience of medieval men and women. The course will center on those facets of the shape of the Church which were innovations of the Middle Ages, and survive in the present: problems of Church and state; the Papacy, diocese, and parish; popular belief and practice; art and architecture. The student may enroll in either one, or both of the semesters, which will be divided chronologically: part one will focus on the legacy of the early Church and the early Middle Ages, and part two will focus on the high and late Middle Ages.

Core II B *Patricia DeLeeuw*

Th 131 Introduction to the Study of Religion and Christianity (F, S; 3)

The course will make use of various approaches to the study of religion. We will begin by thinking about the general nature of religious experience and some categories of religious phenomena common to several cultures primitive and literate, agricultural and technological. Then, we will consider how such experiences and phenomena develop within a single religious tradition. Finally, we will treat philosophical approaches to religion: the differences between philosophy and theology and the methods of faith and reason.

Core I *James Weiss*

Th 140 Bonhoeffer and Teilhard de Chardin (F, S; 3)

This course is a quest for a contemporary theology and spirituality. We will study two stimulating and innovative thinkers who have had a profound effect on theology. Neither was a hero during his lifetime. Dietrich Bonhoeffer was shot to death in a German prison. Teilhard de Chardin died, alone and misunderstood, in New York City. During the course much will be made of discussion in class and seminars. The writing of journals will deepen reflection and understanding.

Core I *Edward S. Stanton, S.J.*

Th 150–151 The Christian Community: A History (F, S; 3, 3)

The first semester of this course will trace the development of life, structure, and worship in the Christian community from first century Jewish sect to the eve of the 16th century Reformation.

The second semester will continue the development of the community from the Reformation to the 20th century.

Core II B *The Department*

Th 152 (Hs 207) Islamic Civilization in the Middle East (F; 3)

What have been the major achievements of this religious culture at the strategic cross-roads of Asia, Africa, and Europe? Topics to include: the relation of Islam to the religions of antiquity, the Muslim religion as a way of life, the impact of Islam on the Middle East from the seventh century to the present. *Benjamin Braude*

Th 154 Eastern Orthodox Christianity (F;3)

An introduction to Eastern Orthodox Christianity, including a historical survey, perspectives in Eastern Orthodox Theology, worship practices, monasticism and spirituality, as well as contemporary issues in Eastern Orthodox Christianity.

Core I *Lewis Patsavos*

Th 155 Contemporary Issues in the Eastern Orthodox Church (S; 3)

This course deals with many of the controversial issues of our time and examines them from an Orthodox Christian doctrinal, ethical, canonical and spiritual perspective. Issues to be examined include a wide range of material: history, theology, liturgy, canonical order, the ecumenical movement, mission, morality.

The course will seek to shed light on issues of faith, church life, sex and family, and social awareness and to evaluate them from an Orthodox Christian perspective. It will ultimately seek to determine the destiny of the Eastern Orthodox Church in this last quarter of the twentieth century, in a world radically different from that which shaped the mentality, thought-forms, and lifestyles of Orthodox Christians hitherto.

Core I *Lewis Patsavos*

Th 164 Religion in America: A Survey (F, S; 3)

This course will survey the major religious movements and denominations in the United States from the founding of Jamestown to the present.

Core I *Thomas Wangler*

Th 171 Freedom to be Free (F, S; 3)

Towards a theology of personal freedom. Because of some Church structures, community and family tensions, peer pressures and inner compulsions many people are deprived of that personal and social liberty which Christ bequeathed to his followers. Such topics as freedom in love, in friendship, in service, freedom through the Cross, poverty as freedom and the dialogue of freedom will be studied and discussed.

Core I *Edward S. Stanton, S.J.*

Th 172 The Four Gospels (F; 3)

An introduction to the Gospels which will make use of the main critical methods (source, form and redaction criticism) in order to study the unique approach of each evangelist to the person of Jesus as an historical and theological figure.

Core I *Francis Fallon*

Th 173 Introduction to World Religions (F, S; 3)

An introduction to the origins, development and current meaning of some major spiritual traditions. This course is designed to show the diversity of religious traditions as well as indicate the common questions that the various traditions address. The course will begin with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, we will examine several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist and American Indian religious traditions.

Core I *Gerald Carney*

Th 178–179 Philosophy and Theology I and II (F, S; 3, 3)

In lecture-discussion format, to consider the question: What is the relationship between Philosophy and Theology? We will explore the dialectical and foundational issues connected with intelligent and informed discussion of this question. Readings to be from Plato, Aristotle, Augustine, Thomas Aquinas.

Core I *Frederick Lawrence*

Th 180 Theologies of Love (F, S; 3)

We generally admit that love is important, in fact a matter of ultimate concern. Yet, too often we believe that love is just a sentiment or something we fall into (and out of). We forget that love is an art which requires knowledge and effort. "There is hardly any activity which starts with such tremendous hope and expectations, and yet, which fails so regularly as love." (Fromm)

This course aims at deepening our knowledge of love by a study and analysis of ancient and contemporary works on this most important subject. Poetry, religious and secular, will give further insights into the nature of Agape, brotherly, motherly, fatherly love, friendship, courtly, romantic, and erotic love.

Core I *John McCarthy, S.J.*

Th 181 Comparative Religious Study: Hinduism, Buddhism and Christianity (S; 3)

These three world religious traditions present fundamentally different understandings of the human situation and the religious transformation required to respond to it. They understand divine reality (God) in different ways or even deny its applicability to the real human problem. All of this diversity, however, points to similar religious concerns and invites a deeper understanding of

religious process and the causes and significance of religious difference.

Core I

Gerald Carney

Th 190 Theology of the Religious Experience (F, S; 3)

This course will seek to study through various readings, particularly those of an autobiographical nature, a person's experience of God, religion, the sacred. Such topics as the following will be treated: the role of the religious sentiment in the individual, a person's search for God, religious identity and maturity, religious faith, conversion experiences, religious enthusiasm, prayer and mysticism.

Core I

Charles Healey, S.J.

Th 200 The Church's Worship: Theory and Practice (F, S; 3)

This course will focus on the contemporary experience of Christian Worship since the Second Vatican Council. The theoretical component of the course will explore the history, background and development of the Church's liturgy; i.e., the Mass, the Prayer of the Church, the Sacraments, with particular emphasis on the meaning of liturgy for today's Church. The practical component of the course will involve all students in creating a worshipping community, planning and execution of Eucharistic and other kinds of liturgies, prayer services etc. with special emphasis on the integration of the arts in public worship.

Core I

Laetitia Blain

Robert VerEecke, S.J.

Th 202 Theology of the Divine Presence (F, S; 3)

After a study of the divine attributes from reason and theological sources, this course pursues the witness of both the Old and New Testaments to the Divine Presence, and presents a study of specific modes of God's natural, supernatural and ministerial presence in the created universe, as well as the indwelling presence in the souls of those who make a total response in faith in their personal encounter with God. Classical and modern spiritual writers will be discussed.

Core I

Miles Fay, S.J.

Th 211 Theology of Christ (F, S; 3)

Biblical, historical and Conciliar sources define the reality of the person and mission of Jesus Christ in the facts of the Incarnation and total Christ-Event of Christianity. The subordinate, but efficacious role of Mary in the redemption of the human race, summarized in the teachings of Vatican II, and subject of prominent ecumenical concern, will also be included.

Core I

Miles Fay, S.J.

Th 213-214 Foundations of Catholic Theology I and II (F, S; 3, 3)

Since Vatican II, how much and in what specific ways has the understanding of the Catholic faith changed and/or remained the same? The over-all Catholic heritage, as well as specific exegetical, dogmatic, historical, systematic, and ecumenical questions, will be considered in the light of Vatican II.

Core I

Harvey D. Egan, S.J.

Th 217 Catholicism I (F; 3)

A comprehensive exposition of Catholic theology from an historical, doctrinal, and ecumenical perspective. Part I treats the following questions: the interrelationships among faith, theology, and belief; the meaning of human existence (a multi-disciplinary exploration); the problem of God (revelation, religious pluralism, providence, the Trinity, etc.); and Jesus Christ (New Testament data, doctrinal development, contemporary views, including a discussion of Jesus' self-consciousness, sexuality, and sinlessness).

Core II B

Edward Callahan, S.J.

Th 218 Catholicism II (S; 3)

A comprehensive exposition of Catholic theology from an historical, doctrinal, and ecumenical perspective. Part II treats the following questions: the Church (New Testament data, history, Vatican II, mission, sacraments, authority, ministry, Mariology, etc.) and Christian existence (ethics, spirituality, eschatology).

Core I

Edward Callahan, S.J.

Th 221 Christian Imagination (F; 3)

An introduction to theologies of beauty. The course will consider how Christians sought to present the figure of Jesus Christ through

the creation of beautiful color, beautiful language, beautiful sound, beautiful space and motion. Under each topic, the art of painting, poetry, music, liturgy, will be considered as ways of creating for believers an experience of Jesus Christ as He was and is cherished as the center of belief. Also under each topic will be considered the conflicts Christians felt concerning the artistic presentation of religious experience. The ultimate purpose of the course will be to draw some conclusions concerning theologies of beauty in Christianity.

Core I

Francis P. Sullivan, S.J.

Th 224 Religious Dimension in Modern Literature (F; 3)

An examination of the religious dimension of reality as manifested in Melville's *Moby Dick*, Dostoevsky's *The Idiot*, Joyce's *Portrait of an Artist as a Young Man*, Greene's *The Heart of the Matter* and Kazantzakis's *The Greek Passion*.

Core I

Stephen Brown

Th 244 Faith and Identity (F, S; 3)

The course approaches faith as a universal human process of meaning making whereby individuals and communities relate themselves to the ultimate conditions of their existence. As a dynamic, life-long process faith is intimately related to the development of a sense of self, or an identity. In other words, our depth answers to the question "who am I?" are closely connected to our answers to the question "who or what is ultimately trustworthy in my life?" The resources of both psychology and theology are brought to bear on exploring this relationship.

Core I

John McDargh

Th 248-250 Perspectives on War, Aggression and Conflict Resolution I, II (F, S; 3, 3)

Level I

Rein Uritam et al.

Th 272 The Nature, Dignity and Destiny of the Human Person (F, S; 3)

This course deals with the Theological Virtues, especially Faith; and with the Cardinal Virtues, especially Prudence, Justice, Temperance.

Core I

Felix Talbot, S.J.

Th 284-294 Introduction to Catholic Theological Ethics I and II (F, S; 3, 3)

This course is concerned with basic concepts relative to an understanding of the ethical posture of the Roman Catholic Church. It will treat of the following: the nature and methodology of Christian/Catholic ethics, the role of objective moral norms, the role of conscience, the mystery of social and personal sin. The theory will be illustrated by specific examples of moral problems prevalent in Church and society.

Core II A

Rev. James A. O'Donohoe

Th 289 Christian Ethics: Foundations and Applications (S; 3)

An introduction to various perspectives on ethics and decision-making which have developed within the Christian community, e.g., "biblical" ethics, "natural law" ethics, and "situation" ethics. The theoretical bases of Christian ethics will be explored critically and then applied to concrete problems, such as just war, sexual ethics, abortion, and use of natural resources. The course will not aim to present one set of answers, but to provoke analysis of sources and argumentation in ethics.

Core I

Lisa Sowle Cahill

Th 299 Readings and Research—Level I (F, S; 3)

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program; and such programs are limited in number.

The Department

Th 305 Pentateuch (S; 3)

Examination of the composition and final shape of the Pentateuch as a literary and theological document. Major themes will be traced and selected passages will be exegeted.

J. Cheryl Exum

Th 306 Hebrew Poetry: Prophecy and Wisdom (F; 3)

An introduction to the prophetic and wisdom movements in ancient Israel through exegesis of selected texts. Attention to ques-

tions of stylistics and aesthetics as well as historical setting and theological significance.
J. Cheryl Exum

Th 312 The Psalms and Their Meaning for Today

A form-critical analysis of selected Psalms with emphasis on their theological content and relevance for today.

Offered Spring, 1983–1984

Philip King

Th 314 The Search for Wisdom in Christianity and Judaism

This course will examine the canonical and deuterocanonical wisdom books of the Old Testament, the presence of wisdom in the New Testament and the development of wisdom in Rabbinic literature. Dominant themes and select passages will be stressed. Faith and rational understanding of the world will be central topics.

Offered Fall, 1983–1984

Anthony J. Saldarini

Th 315 (Hs 315) Christians and Jews under Islam: Religious and National Identities in the Middle East (F; 3)

Over the last one hundred years nationalism has seemed to replace religion-based notions of community in the Middle East. In some instances religion has been used to promote loyalty to the nation while in others it has seemed to be at war with it. How have the past experiences of Christians and Jews living under Islam affected their response to this transformation? Related topics to be discussed include: tolerance and intolerance in Islam, Ottoman policies toward non-Muslims, secularization of religious loyalty, confessionalism in Lebanon, and Christian and Jewish minorities in the Arab world.

Benjamin Braude

Th 319 Second Isaiah (S; 3)

This prophet will be treated in terms of his historical environment and his own time; his oracles make little sense if one is ignorant of his milieu. Key passages will be studied in depth. Serious consideration will be given to the relevance of Second Isaiah in our own day. Hebrew is not required. However, this is not a beginner's course; an introductory course is prerequisite.

Philip King

Th 321 Book of Genesis as Theology and as Literature (F; 3)

The book of Genesis is a masterpiece of literature and a rich source of theology; at the same time it is relevant literature. This course will provide an overview of the book of Genesis and will concentrate on some key passages in an effort to appreciate their literary value and to extract their theological richness. A knowledge of Hebrew is not required, but it would enhance the course. A background in Old Testament is presupposed; this is not a beginner's course.

Philip King

Th 341 Rabbinic Commentaries to the Bible (S; 3)

This course will introduce the student to the major Jewish Commentators on the Old Testament who flourished in Western Europe in the 12th century. These Hebrew Commentaries were studied by the English translators of the Authorized Version of the Bible and their influence is noticeable in the King James Bible. These commentaries reflect Jewish thought, folklore, and literary traditions. Prerequisite is at least one course in Old Testament.

David Neiman

Th 358 The Johannine Church (F; 3)

A detailed study of the Gospel of John and the Johannine Letters. This course will analyze the development of the Johannine church from its origins into the second century A.D. Particular attention is paid to the development of the picture of Jesus within the Johannine tradition.

Offered Fall, 1983–1984

PHEME PERKINS

Th 360 Synoptic Gospels (F; 3)

After a survey of the synoptic tradition and an introduction to narrative analysis and interpretation, Matthew, Mark and Luke will be studied separately and comparatively as narrative Christologies and as narratives of first century Christian community. Among the topics to be addressed are: narrative worlds and narration in miracle stories and parables. Sequence structure and

scriptural reference in the three synoptics, and the relations between message, means and meaning in narrative.

Susan Praeder

Th 363 Luke-Acts as a Narrative Theology

A study of Luke-Acts as a narrative theology, a story of the salvation of God in and through Jesus Christ, Christian existence and community. The course will also include an introduction to issues in Luke-Acts scholarship: Luke and the synoptic tradition, Acts as a source for early Christianity, the genre of Luke-Acts, and the Lukan community.

Offered Fall, 1983–1984

Susan Praeder

Th 364 Biblical Methodology

An introduction to historical, literary, and theological method in biblical study: source, form, and redaction criticism; literary and rhetorical criticism; structuralism; narrative analysis and interpretation; theological models. Assigned readings and exercises in the Pentateuch, Prophets, Psalms, Gospels, and Pauline epistles.

Offered Spring, 1983–1984

Susan Praeder

Th 365 New Testament Ethics (S; 3)

Professor's book on love commands will be used to focus a discussion of ethical teaching in the New Testament. The sources of New Testament ethical teaching in both Jewish traditions and the traditions of hellenistic philosophy will be studied.

PHEME PERKINS

Th 367 The New Testament and Judaism (F; 3)

Themes, ways of thought, practices and historical events common to Judaism and Christianity will be examined in the New Testament and in New Testament sources. Study will focus on the origin of Judaism in Christianity, the independent development of each group and their characteristic ways of relating to God.

Anthony J. Saldarini

Th 369 The Kingdom of God in Judaism and Christianity

Israel as people, land and kingdom is central to the Old Testament and the Kingdom of God is central to the Gospels. The origins and implications of this metaphor with its attendant ideas of Messiah, eschatology and apocalyptic crisis will be examined in primary sources and secondary literature.

Offered Spring, 1983–1984

Anthony J. Saldarini

Th 377 Religious Themes in Gerard Manley Hopkins (S; 3)

Though requiring no previous familiarity with the poetry of this famous Jesuit convert-priest, "one of the great religious poets of all times," this course presents for discussion his theologically-based religious themes from the majesty of God to the external glory manifested by the creatural world. Influences on Hopkins by theologians and mystics like Duns Scotus, Ignatius of Loyola and Marie Lataste will be discussed.

Miles Fay, S.J.

Th 379 Comparative Study of Salvation Models (S; 3)

The distinctive character of non-Western religious traditions is revealed in their understanding of the unsatisfactory aspects of the human condition and their undertaking of religious practice to remedy this situation and to introduce a new level of existence. These traditions provide a valuable comparison with Western salvation models, illustrating the rich diversity of human religious experience and also the underlying goals, transformation processes and theological conceptions. The course will consider both the theology of salvation and the religious practice leading to it.

Offered Spring, 1983–1984

Gerald Carney

Th 380 Comparative Study of Scriptural Traditions: Hinduism, Buddhism and Islam (F; 3)

This course is designed to supplement the student's knowledge of the Jewish and Christian scriptural traditions with readings from some other major religious traditions. Concern will center on the role played by scripture in the particular religion as well as the underlying theology of revelation and inspiration. While primarily based on readings from these sacred writings, the course

will also treat appropriate aspects of religious life in each tradition.

Offered Fall, 1983–1984

Gerald Carney

Th 381 The Buddha, Krishna and the Christ (F; 3)

These paradigmatic religious figures characterize three distinctive approaches to the meaning of God, the relationship of the divine and human and the model for human life and conduct. The theological development of Buddhism, Hinduism and Christianity will be studied in the context of this "comparative Christological" approach.

Gerald Carney

Th 382 Christianity and the Encounter with World Religions (S; 3)

An historical and theological survey of the Christian response to the other major religious traditions and the parallel development of a specifically Christian self-consciousness. Special attention will be given to contemporary questions of the specific character of Christianity and the problem of the Christian mission in a religiously plural world.

Gerald Carney

Th 389 The Parables of Jesus

Prerequisite: Previous introduction to the methods of New Testament scholarship or consent of the instructor.

Survey of recent developments in the historical and literary critical study of the parables of Jesus, which is primarily concerned with the historical background to the parables and the literary structure of the parables of Jesus. The course centers on detailed analysis of the parables of Jesus preserved in the synoptic gospels and the Gospel of Thomas. It asks after the earliest form and meaning of the individual stories and the later treatment of them by the gospel writers.

Offered Spring, 1983–1984

PHEME PERKINS

Th 423 Western Fathers (S; 3)

Prerequisite: Latin

Reading and interpretation of selected works of Latin patristic writers.

Margaret Schatkin

Th 425 The Greek Fathers (F; 3)

History of the literary genres of Greek patristic literature, and selected readings from outstanding authors, with attention to style as well as social and intellectual context.

Margaret Schatkin

Th 434 Theology and Psychology of Relationship (F; 3)

A study of spirituality in conjunction with the theological and psychological dynamics of relationship. Course design will concentrate on the living consequences of faith in the life of the minister, patterns, crises, conversion, prayer and symbol.

Claire Lowery, R.S.C.J.

Th 442 Religion in the United States

A historical survey of the religious, theological and institutional developments of the major Christian and Jewish traditions in the United States.

Offered Spring, 1983–1984

Thomas Wangler

Th 444 The Reformation, 1500–1600

This course will survey the religious controversies of the sixteenth century, especially the formation of the Lutheran and Calvinist traditions, and the origins of Tridentine Catholicism. Particular emphasis will be given to pre-Reformation reforms, Christian Humanism and the attempt at a "Middle way" between the confessions, the theological and political consolidation of the Lutheran confession, the theology and politics of Calvinism, the Catholic reform and the Counter-Reformation.

Offered Fall, 1983–1984

James Weiss

Th 445 Faith and Reason in the Middle Ages (S; 3)

A study of the attitude of the Christian writers toward pagan literature and learning during the early Christian and medieval periods. Emphasis on such themes as Christ and Socrates, Athens and Jerusalem, and the so-called "hellenization" of Christian thought. Primary sources include Gregory of Nyssa, Basil, Augustine, Aquinas, Bonaventure, and Ockham.

Offered Spring, 1983–1984

Ernest Fortin, A.A.

Th 446 Dante and Christianity (S; 3)

Analysis of Dante's view of Christianity and its relation to civil society. Investigation of new approaches to the study of the Divine

Comedy and the basic problems that it raises. Of interest also to students in Political Science.

Ernest Fortin, A.A.

Th 454 Boston Catholic History (S; 3)

A religious, institutional and social history of the Catholic Church in the Boston area, set in the context of American Catholic history.

Thomas Wangler

Th 458 Conversion in Medieval Europe (S; 3)

This course will investigate possible answers to two questions: 1) Why did the pagan tribes of the early Middle Ages accept Christianity? and 2) What was the effect of their conversion on the Church? We will read both documents of the period in translation, and some of the current work of sociologists and anthropologists on the problem of conversion.

Offered Spring, 1983–1984

Patricia DeLeeuw

Th 474 Six Medieval Theologians I (S; 3)

This will be a study through translated texts of six problems and six theologians: Abelard on the power of God, Anselm on atonement, Aquinas on the nature of theology, Bonaventure on the Trinity, Scotus on the natural desire for the supernatural and Ockham on language in theology.

Stephen Brown

Th 477 Church as State: The Development of Structures of Authority in the Medieval Church (S; 3)

During the first 1500 years of its history the Christian community developed many of the features of a modern state, many of which endure today: a government of officials under one head, the Pope; a coherent body of law; and an extensive court system. This course will examine the foundation and growth of these institutions in theory and practice, and the opposition they encountered, to the time of the Protestant Reformation.

Patricia DeLeeuw

Th 481 Theology of the Eucharist (F; 3)

After an introduction dealing with the Jewish background to the Christian Eucharist, this course will review the main stages in the development of theology and practice of this central Christian mystery-celebration. This will involve a detailed analysis of New Testament passages first of all; after that, the main patristic and medieval interpretations will be reviewed, leading into a discussion of the eucharistic debates of the Reformation period. The last part of the course will concentrate on the specifically Roman Catholic discussion of transubstantiation, on the status of the present-day ecumenical consensus between Roman Catholics and other Christians, and on the cosmic significance of the Eucharist.

Frans Jozef van Beeck, S.J.

Th 487 Fundamental Theology

The foundations and principles of the theological sciences: Revelation, God, the world, man and woman. Scripture (the canon, inspiration, and inerrancy, biblical hermeneutics) and its relationship to tradition. Belief. Authority. Church. Robert J. Daly, S.J.

Th 489 Theology of the Eucharist

Origins of the Eucharist in the sacrifices and sacred meals of the Old Testament; tradition of its institution in the New Testament theology of the Eucharist; theology and practice reflected in the major Early Christian Eucharistic Texts; the change—in apparent contrast to primitive Christian practice—to a progressive sacramentalization and institutionalization of the Eucharist (after the Old Testament model); major developments and controversies up to the present. The Eucharist as the life and center of the Church and the believing community of Christians.

Offered Fall, 1983–1984

Robert J. Daly, S.J.

Th 493 Modern Spiritual Writers (S; 3)

This course will investigate the lives and spiritual writings of some major figures of the past one hundred years. Although other authors will be treated briefly, the main focus will be on the following writers: John Henry Newman, C. S. Lewis, Dietrich Bonhoeffer, Teilhard de Chardin, and Thomas Merton.

The life and historical background and context of each of the authors will first be treated as well as the special influences in his life or writings. The particular focus, methodology, and themes

of the author's spiritual writings will then be discussed.

Charles Healey, S.J.

Th 498 The Theology of Christian Mysticism (F; 3)

What is the essence of Christian mysticism? Are visions, ecstasies, the stigmata, levitations, etc., essential elements of Christian mysticism? How is it similar or dissimilar to prophecy, shamanism, hallucinogenic drug experiences, etc.? These and other questions will be investigated through a study of the mysticism of Jesus Christ, Pseudo-Dionysius, Gregory of Nyssa, Catherine of Genoa, Teresa of Avila, John of the Cross, Bonaventure, The Cloud of Unknowing, Pierre Teilhard de Chardin, etc.

Harvey D. Egan, S.J.

Th 503 On the Incarnation (F; 3)

After a glance at the somewhat unsettled state of current thinking on the question "Who is Christ?" this course will endeavor to explore how this situation has come about and where (if anywhere, the next move lies. The first part takes up the development of "classical" doctrines of Incarnation, the medieval movement towards a systematic understanding of this tradition, and the modern dissatisfaction with both. A second part will consider the issues presented by historical scholarship, scientific psychology, and shift in philosophical thinking as they bear on a contemporary theology of the person of Christ. Charles Hefling

Th 504 Christian Community: Theology of the Church (S; 3)

Although it will begin historically, this course is mainly an attempt to move, systematically, beyond the type of ecclesiology that simply juxtaposes, on one hand, empirical descriptions of "the church as it is" and, on the other, traditional titles, doctrines, and images. Ecclesial community will be considered as a process of self-constitution, with particular emphasis on "doing theology" as an intellectual discipline that both forms and is formed by common Christian meanings and common Christian values. Some ecumenical and political implications will be drawn.

Charles Hefling

Th 509 Theology of Grace

The soteriological aspects of the Arian controversy. The council of Carthage in 418; Pelagius; Augustine; the medieval systematization culminating in Aquinas and its trivialization in later Scholasticism. Rescue operations by the *devotio moderna*, Luther and Calvin, and more recent theology.

Offered Spring, 1983-1984

Frederick Lawrence

Th 511 On the Redemption (S; 3)

Will work towards a systematic of Redemption (soteriology) in response to contemporary theology's narrative and practical exigencies by working through the history of the doctrinal development, attending especially to the contrasts between Anselm and Thomas Aquinas, before dealing with treatments such as those of Balthasar, Schillebeeckx and Lonergan. Frederick Lawrence

Th 512 God in the Modern Context (F; 3)

Discussion of the question of God in the light of the modern horizon as anti-metaphysical, historicist, praxis oriented, and threatened by nihilism. Will treat both philosophers and theologians with special attention to Newman and chapter 19 of Lonergan's *Insight*. Frederick Lawrence

Th 514 Theology of Karl Rahner (S; 3)

Selected readings from the writings of Karl Rahner, the "Church Father" of Roman Catholic Theology in the 20th century, with special emphasis upon his major theological themes, his theological method, and the unity with which all theological themes are united.

Offered Spring, 1983-84

Harvey D. Egan, S.J.

Th 532 Pastoral Care and Counseling (S; 3)

This course will examine the nature and fundamental attitudes of the pastoral counseling role. It will explore the development of the pastoral counseling profession, theories of personality de-

velopment, counseling skills and attitudes. Special attention is given to a practicum experience for learning counseling skills.

Claire Lowery, R.S.C.J.

Th 551 Theological Ethics

This course is especially intended for students who are pursuing or who intend to pursue graduate studies in theology and who recognize the need for an in-depth reconsideration of the nature, method and content of Catholic ethics.

It will focus attention on the area of "fundamental theological ethics" (pursuit of the humanizing, the nature and role of objective moral norms, the nature and function of personal conscience and the mystery of personal sin) as well as on the area of "special theological ethics" (the development of the moral agent within the context of the theological and moral virtues).

By reason of its nature, this course is not open to those who have taken Th 284 or the equivalent.

Offered Fall, 1983-1984

James A. O'Donohoe

Th 553 Feminist Ethics I

Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, and war. The problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. Redefining "power" and "politics" by living on the boundary of patriarchal institutions.

Offered Fall, 1983-84

Mary Daly

Th 554 Feminist Ethics II

The course will reflect upon and be part of the process of transvaluating values in women's consciousness and action. It will consider specific problems in relation to the sexual politics of religion, education and the media, medicine, psychiatry, and law. May be taken separately from Th 553.

Offered Spring, 1983-84

Mary Daly

Th 557 A Feminist Critique of Selected Theological and Philosophical Texts I

The course will analyze and critique selected writings of Plato, Aristotle, Augustine, and Aquinas from a woman-identified perspective.

Offered Fall, 1983-84

Mary Daly

Th 558 A Feminist Critique of Selected Theological and Philosophical Texts II

The course will analyze and critique selected modern and contemporary philosophical writings from a feminist perspective. Included will be works of Nietzsche, Tillich, Jaspers, Bultmann, Camus, Sartre, and Merleau-Ponty. May be taken separately from A Feminist Critique of Selected Theological and Philosophical Texts I.

Offered Spring, 1983-84

Mary Daly

Th 559 Sexual Ethics Within the Roman Catholic Tradition (F; 3)

Prerequisite: Th 284

This course will attempt to present the main lines of the Roman Catholic tradition in matters involving human sexuality. Special attention will be given to historical factors which influenced the formation of the tradition and certain specific sexual problems will be considered from doctrinal and pastoral points of view.

Rev. James A. O'Donohoe

Th 564 Contemporary Issues in Theological Ethics

To engage in current controversies in Christian ethics, participants shall consider issues both methodological, e.g., the function of norms, use of Scripture; and substantive, e.g., sexuality, medical ethics, just war.

Offered Fall, 1983-1984

Lisa Sowle Cahill

Th 567 Christian Perspectives on Medical Ethics

A course dealing with several problems of medical ethics which center on the meaning of "the sanctity of human life." These will include murder and suicide as classical right-to-life issues; abortion; euthanasia, definitions of death, and defective newborns; genetic control; informed consent to experimentation and therapy; and fetal research. Each topic will be approached from within the context of Christian faith and theology. The ways in which Christian premises influence concrete ethical decision-making

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will be explored through an examination of both classical and contemporary expressions of theological ethics.

Offered Spring, 1983–1984

Lisa Sowle Cahill

Th 568 Health Care Ethics: A Theological Analysis (S; 3)

This course is not concerned with medical ethics as such. It intends to examine some of the broader issues affecting human health and the health care professions. Within that context, the course will present a consideration of some of the dimensions of bioethical decision making.

James A. O'Donohoe

Th 581 The Theology of Thomas Aquinas F; 3)

A study of the main themes in Aquinas' theological synthesis: the nature of theology, the living God, creation, the fall, new creation, theological virtues, cardinal virtues, holiness, incarnation, the church, and the last things.

Stephen Brown

Th 633 (Ed 633) Psychology of Religious Development: Adult and Senior Years (S; 3)

A continuation of Ed 632 which picks up the multi-perspectival

study of the life cycle with the completion of adolescence and the beginning of the college years. *Margaret Gorman, R.S.C.J.*

Th 658 Theology as Hermeneutical

Offered and Research—Level III (F, S; 3, 3)

Fall, 1983–1984

Frederick Lawrence

Th 699 Readings and Research—Level III (F, S; 3, 3)

The Department

Non-Credit Workshops

Ed 322 Practice of Education in the Parish Context

This workshop will explore a range of curricular programs available in parish based religious education for children, youth and adults. It will also attend to the educational issues involved in the question of curriculum as environment.

Spring

Mary Cove

School of Education



School of Education

The School of Education was founded in 1952 as the first co-educational undergraduate college on the Chestnut Hill campus. It is one of four undergraduate schools at Boston College and has as its primary mission the professional preparation of individuals who intend to enter the fields of education or other human services. Students may choose to major in Early Childhood Education, Elementary Education, Secondary School Education, Special Education, Severe Special Education, Special Alternative Environments, or Human Development. Many options are also offered within these seven majors, e.g. Bilingual Education, Computer Science, Gifted Child, Mathematics, Reading, Speech Science, Media and Fine Arts, and other areas.

Within the Special Education program students may choose to major in teaching children with Moderate Special Needs. Because of state regulations requiring regular certification prior to endorsement as a teacher of children with Moderate Special Needs, students in this program will also fulfill the program requirements in Elementary Education. Students interested in this field are to declare this double major by the end of the Freshman year. Special Education majors may choose to enter the Special Education/Alternative Environments program. This program, which does not lead to teacher certification, is designed for students seeking employment in residential or community education and occupational centers for moderately and severely handicapped individuals. The purpose of this program is to prepare students for work with handicapped individuals in other than regular classroom settings.

Students may also choose a program in Severe Special Needs. Although this program does not carry with it certification as a regular classroom teacher, it does prepare a person to work with severely handicapped individuals in separate special classes located in public schools, in special day schools, or in residential schools. It leads also to Massachusetts certification as Teacher of Children with Severe Special Needs.

A Middle School Program to prepare students for teaching in grades six, seven, and eight is planned for the graduating class of 1985.

The Secondary Program is taken in conjunction with a major in the College of Arts and Sciences. Currently, the student may follow a program in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, or Spanish, Speech Communication and Speech Theatre, or Theology.

Since Massachusetts has recently revised its certification regulations, all programs offered by the School of Education may be subject to revision depending upon the final interpretations of the State Department of Education.

A new major in Human Development is now offered in the School of Education. This new program prepares students for further graduate study in Counseling or Educational Psychology. In fact, it may be considered a pre-Counseling program. It also prepares students for initial entry positions at the end of four years in various psychological and educational settings. The ten-course major gives a strong background in the area of Psychology. It is specifically designed for students who wish to work in non-school settings.

The School of Education also has many distinct graduate programs. Seniors may normally elect graduate courses in the four divisions: Educational Foundations, Counseling Psychology, Special Education, and Instructional Leadership and Administration.

Academic Regulations

All students entering the School of Education are to follow a program of study in selected majors and complete University core requirements and electives needed to fulfill degree requirements. A minor in the College of Arts and Sciences is also required. All programs lead to the degree of Bachelor of Arts.

Requirements for the Degree

1.1 The requirement for the Bachelor's degree is the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semes-

ter-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 12 courses, comprising the university core curriculum, are required of all students. Students are advised to select core courses very carefully, making sure they satisfy the core in each department in Arts and Sciences. Identification of the core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's *Schedule of Courses*. Students are encouraged to complete core courses in the freshman and sophomore years.

- 2 courses in European History
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in either Natural Sciences or Mathematics
- 2 courses in Social Sciences (including Sociology, Political Science, Economics, Psychology or Education)
- 2 courses in English.

1.3 A minor of four to six courses in an Arts and Sciences discipline is required of all students in the School of Education. This minor should be in areas which complement the program in the School of Education, e.g. English, Spanish, Mathematics, Art, History, Psychology, etc. Minor programs need the approval of the Associate Dean's Office.

1.4 The remaining courses include education major courses (which vary with the particular field of concentration) and electives. Those students majoring in a liberal arts area will complete the same courses in their major as are required of Arts and Sciences students.

Normal Program

2.1 Program Distribution: The normal course load for freshmen, sophomores, and juniors is five (5) courses each semester; for seniors, four (4) courses. A freshman or sophomore who wishes to take only four courses may do so but must consult with the Associate Dean. A sixth course may be taken by students whose average is B (at least 2.9). A student whose average is between 2.0 and 2.9 must obtain approval for a sixth course from the Associate Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or cumulative average, whichever is higher. Any sixth course must be designated as an audit or for credit when registering at the beginning of each semester.

2.2 No more than eleven courses may be taken for credit in one year without special permission of the Associate Dean.

2.3 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.4 Tuition shall apply per semester as published, even if the student carries the minimum full-time load or less.

2.5 Acceleration: Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

2.6 The only courses which a student, after admission to Boston College, may apply toward a School of Education degree (whether for core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Associate Dean is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special study programs authorized by the Office of the Associate Dean
- removal of deficiencies incurred by failure, withdrawal from course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration as approved by the Office of the Associate Dean of Education.

Any of the above exceptions granted must be based on prior written approval from the Associate Dean.

Transfer into the School Of Education

3.1 The School of Education expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a College or University other than Boston College, courses which have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements.

Pass/Fail Electives

4.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in core or major courses. A student must indicate his or her desire to take a course on a pass/fail basis at registration time in the office of the Associate Dean.

4.2 No more than six (6) courses for which the final grade is "pass" will be counted toward a degree.

Fulfillment of Requirements by Equivalencies

5.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses.

5.2 A student, anytime before senior year, may be relieved of a core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairperson of a department that administers courses satisfying the core requirement, that he or she has mastered the content of such a course.

5.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course, may, with the approval of the Associate Dean, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts & Sciences.

Requirements for Good Standing

6.1 In order to remain in the school, a student must maintain a cumulative average of C- (at least 1.5) as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

6.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, will result in the student's being placed on warning, or being required to withdraw from the School, as the Academic Regulations Board shall determine. Unless the student returns to good standing by the approved methods (see Course Make-Up) or should the student incur additional failures or withdrawals, or carry an underload, while on warning, the student will be required to withdraw from the School at the time of the next annual review.

6.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes only one course in a semester, the Academic Regulations Board may require immediate withdrawal.

6.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic year will mean dismissal. A deficiency is defined as a failure in a course, a withdrawal from a course, or an unapproved underload.

Course Make-up

7.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least C-), or at another accredited four-year college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Associate Dean prior to registration in them.

7.2 To make up deficiencies, no more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

7.3 A student who has been or will be required to withdraw may seek approval of the Associate Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades in approved summer courses will not be allowed to matriculate in the School of Education.

Class Attendance

8.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or field experience will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

8.2 A student who is absent from class is responsible for obtaining from the professor or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

8.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as on other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

8.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Dean of Students and the Associate Dean of the School as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Associate Dean of the School of Education as soon as the student's health and other circumstances permit.

Professional Field Experiences

9.1 Sophomore and junior field experiences are an essential part of the curriculum in the School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. When a student is absent, it is his or her responsibility to inform the school or agency and the Director of Field Experiences.

9.2 The student-teaching experience in the senior year must be completed by all students seeking certification. A cumulative grade point average of B- (2.5) and successful completion of all courses leading to student teaching will be necessary for acceptance. All students will be screened for eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded from Student Teaching. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation as future teachers. No student will be allowed to overload while taking Student Teaching.

9.3 Experiences in schools and agencies are a vital part of the curriculum in the School of Education. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from these facilities.

International, Out-of-State Program for Undergraduate Studies

9.4 The School of Education's International and Out-of-State Pro-

gram offers undergraduate classroom and research opportunities in a variety of foreign countries and out-of-state settings. International settings include classrooms in such countries as Switzerland, Ireland, Great Britain, Scotland, and Australia. Out-of-State settings provide opportunities to work on Indian reservations in Montana and New Mexico, rural schools in Vermont, the mid-west, or schools in Colorado and California. For information regarding course work and requirements, contact the Program Director for International/National Programs, School of Education, Campion 115, Boston College.

Leave Of Absence

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

Grade Change

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Associate Dean's Office no later than six weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a professor to finish the work after the end of the semester in which the course was initiated.

Degree With Honors

13.1 Honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332. Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Awards and Honors

General Excellence Award: An award presented by the Boston College School of Education to a senior who qualifies for a teaching certificate and has at the same time manifested outstanding achievement in all courses of study during four academic years.
The Blessed Edmund Campion Award: An award presented by the Boston College School of Education for excellence in an academic major.

The Dr. Marie M. Gearan Award: An award presented in honor of Professor Gearan, a member of the original faculty and the first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

The Blessed Richard Gwyn Award: An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

The Rev. Henry P. Wennerberg, S.J. Award: An award presented in Honor of Father Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

The John J. Cardinal Wright Award: A good teacher is one who is dedicated to the art of motivating his or her students to learn. This award, in honor of His Excellency John J. Cardinal Wright, is presented to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and at the same time dedicated himself or herself to high educational ideals.

The John A. Schmitt Award: An award presented to a member of the senior class who, like Professor Schmitt, has consistently demonstrated compassion for his fellow man, integrity in his dealings with others, diligence in his profession, and courage in the pursuit of what he believes to be right.

The Mr. and Mrs. Vincent P. Roberts Award: An award presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

The Council for Exceptional Children Award: An award presented to a man in the senior class—a member of the Boston College Chapter of the Council for Exceptional Children—for demonstration of unusual service to the care and education of handicapped children.

The Council for Exceptional Children Award: An award presented to a woman in the senior class—a member of the Boston College Chapter of the Council for Exceptional Children—for demonstration of unusual service to the care and education of handicapped children.

The Charles F. Donovan, S.J., Award: This award is presented to a member of the Junior Class in honor of Charles F. Donovan, S.J., founding Dean of the School of Education. Selected by the members of the class, the recipient of this award exhibits superior leadership, academic, and innovative qualities; demonstrates excellence in professional and personal commitment, and has a genuine concern for the needs and values of others.

The Rev. James F. Moynihan, S.J. Award: This award is presented by the Boston College School of Education in honor of James F. Moynihan, S.J., first Chairman of the Psychology Department and Professor of Counseling Psychology in Education for many years. The award is given to a student in the Human Development Program who has shown superior scholarship, contributed creatively to the well-being of others, and manifested dedication and commitment to the enhancement of the human development process.

MAJORS IN EDUCATION

Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching normal and mildly handicapped children in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs. The program sponsors two demonstration Piagetian-based preschools, both available to students for developing teaching competencies. Some aspects of this program may also be taken as a minor or a concentration.

Education Course Requirements for the Early Childhood Major are:

FRESHMAN	University Core Requirements Child Growth
SOPHOMORE	University Core Requirements Psychology of Learning Early Childhood Development and Learning Introduction to Children with Special Needs Educational Measurement Curriculum and Models in Early Childhood
JUNIOR	Methods and Materials in Early Childhood Education Exploring Science and Social Studies Mathematics for Teachers Reading and Language Arts in Early Years
SENIOR	Student Teaching: Early Childhood Family, School, and Community Relations Philosophy of Education

Major in Elementary Education

The major in Elementary Education prepares students for teaching normal and mildly handicapped children in regular settings in grade one through grade six.

In addition to the mastery of program content, students are instructed in the organizational practices of the elementary classroom and the management strategies utilized with children at the elementary level. Students develop competencies in diagnostic/prescriptive teaching which will allow them to develop programs for children at all levels of ability. Integrated into this program is instruction in the competencies which will enable students to effectively mainstream mildly handicapped children into the regular classroom.

The field component accompanying the program provides opportunities for students to work with children in both the regular classroom and the resource room.

Students are advised to pursue an area of concentration along with the regular elementary program.

Education Course Requirements for the Elementary Major are:

FRESHMAN	University Core Requirements Child Growth
SOPHOMORE	University Core Requirements Teaching Reading Educational Measurement Psychology of Learning Introduction to Children with Special Needs
JUNIOR	Teaching Language Arts Teaching Social Studies Teaching Mathematics Teaching Science and Health Teaching Music, Art, and Movement
SENIOR	Student Teaching Philosophy of Education Electives

Major in Middle-School Education

This program prepares students for certification as *Middle-School Teacher*. The *Middle-School Teacher* is a new designation in the "Regulations for the Certification of Educational Personnel", Massachusetts Board of Education, 1979. These regulations take effect September, 1982.

This program is for those students who will be doing their senior practicum within the span of grades 5-9, and whose career goal is to teach in either a middle or junior high school. Middle schools usually include either grades 5-8 or 6-8, while junior high schools usually include grades 7-8 or 7-9.

Requirements:

A student must complete a minimum of 36 semester hours of course work in the subject-matter fields of middle-school education. These are defined as Reading, Oral and Written Communication, Literature, Mathematics, Biological and Physical Sciences, Social Studies, the Arts, and Health and Physical Education. At least one of these fields must amount to a college minor (18 credits), but it is to one's advantage to have a second teaching field at approximately the same depth of learning. A student can choose to develop a minor from the following fields-Mathematics, Biological and Physical Sciences, Reading, Language Arts, Social Studies.

A student must complete a pre-practicum of 21 semester hours of course work and experiences. Three of these courses have a field component.

A student must complete the university core. In selecting courses for the core, one should keep in mind the subject-matter fields of middle-school education, because certain courses can serve both requirements. Core requirements should be completed by the end of the sophomore year.

A student must complete a successful Middle-School Senior Practicum.

Fields of Study which typically comprise the Major in Middle-School Education:

FRESHMAN	English Mathematics or Natural Sciences History Philosophy Theology Child Growth
SOPHOMORE	Introduction to Teaching in the Middle-School Adolescent Psychology Health The Arts Reading College Minor/s
JUNIOR	Educational Measurement Composition Speech Communication Study of Children with Special Needs Structure and Methodology of Teaching Fields The Arts College Minor/s Electives
SENIOR	Middle-School Curriculum Middle-School Senior Practicum Philosophy of Education Electives

Contemporary issues important to the middle-school teacher are examined through special presentations and seminars. Students may apply for this program to Dr. William Max Griffin.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades nine to twelve. The field-experience component which is offered during the junior and senior years is an integral part of the professional course work. The major in Secondary Education will benefit those students who are interested in gaining certification as a teacher, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Boston College has, as its goal, the preparation and development of teacher-scholars, the educational leaders of the future.

Students may prepare in the following disciplines:

Art	Mathematics
Biology	French
Chemistry	Spanish
Physics	Speech Communication
English	Speech Theatre
History	Theology

Courses in a discipline are taken in the appropriate departments and requirements may be found in this bulletin under the College of Arts and Sciences.

Application to the program is made during the sophomore year to Dr. Bonnie Lass.

Education Course Requirements for the Secondary Major are:

FRESHMAN	University Core Requirements
SOPHOMORE	Secondary Speech Communications* Educational Psychology and the Adolescent University Core Requirements Major Courses in Discipline Electives

JUNIOR	Special Methods** Educational Measurement Learning Problems of Special Needs Adolescents** Major Courses in Discipline Electives
SENIOR	Philosophy of Education Student Teaching Major Courses in Discipline Electives

*This first course is listed also under the Department of Speech Communication and Theatre.

**With these two courses there is a one-credit lab which must be taken. The lab consists of observation in an assigned secondary school.

Suggested electives are: Psychological Foundations in Education, Media and Curriculum, Reading Instruction in the Secondary School, Legal Aspects of Teachers and Students, Problems and Issues with Administration of Public Schools, Introduction to Computer Programming, Introduction to Curriculum, Sex Education and Drug Abuse, Problems in Urban Education.

Students majoring in English have additional requirements; they should consult their advisor or the Associate Dean.

Students in the College of Arts and Sciences may elect this program as a six-course minor.

Major in Human Development

The major consists of offerings in the Divisions of Counseling and Foundations. It provides a basic foundation for further graduate study in Counseling or Educational Psychology. For the student who does not plan on graduate studies the major will prepare for employment in such settings as child/adult residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and experimental educational settings. This major does not provide for state certification as a classroom teacher; it is not recommended as preparation for in-school settings.

Education Course requirements for the Human Development Major are:

FRESHMAN	University Core Requirements Child Growth
SOPHOMORE	Educational Measurement Psychology of Learning Adolescent Psychology Interpersonal Relations
JUNIOR	Personality Theories Abnormal Psychology Adult Psychology
SENIOR	Counseling Theories

Students may elect two courses from the following, or other approved courses:

Psychology of the Exceptional Child
Early Childhood Development
Children's Literature
Human Development Senior Field Experience
Practicum in Outdoor Education
Psychology of the Gifted
Management of the Behavior of Severe Special Needs Students
Working with Parents of Severe Special Needs Students

Ten courses are required for the major.

Major in Moderate Special Needs

This program prepares students to teach moderately handicapped children in regular classrooms, resource centers, and in other special education settings. Students who wish to be certified as teachers of the moderately handicapped in Massachusetts must concurrently pursue the elementary education program. This enables the student to be certified as an elementary teacher as well

as a teacher of the moderately handicapped. Those who plan to teach in other states should check the certification standards for the states where they plan to seek employment to determine if elementary education certification is required. These students should discuss such requirements with their faculty advisor.

Education Course requirements for the major in Moderate Special Needs are:

FRESHMAN	University Core Requirements Child Growth
SOPHOMORE	University Core Requirements Teaching Reading Habilitation of Children with Special Needs Educational Measurement Psychology of Learning Introduction to Children with Special Needs Electives
JUNIOR	Teaching Language Arts Teaching Social Studies Teaching Mathematics Teaching Science and Health Teaching Art, Music, and Movement Classroom Management: Children with Special Needs Educational Strategies for Children with Special Needs Educational Assessment for Children with Special Needs
SENIOR	Student Teaching: Elementary Philosophy of Education Introduction to Speech and Language Disorders Electives

Major in Severe Special Needs

This program is designed for students who desire to work with severely handicapped individuals in separate special classes located in public schools, in special day schools, or in residential schools. It provides a clinical grounding in handicapping conditions, a rationale for planning educational interventions, and skills in communicating and working effectively with parents of handicapped individuals. Course work and field work during sophomore and junior years are followed by a full semester of student teaching in the senior year. Graduates of this program may receive Massachusetts certification as Teacher of Children with Severe Special Needs. This type of certification differs from that needed for teaching in a regular classroom.

Education course requirements for the Severe Special Needs Major are:

FRESHMAN	Child Growth University Core Requirements
SOPHOMORE	Introduction to Children with Special Needs Habilitation of Children with Special Needs Psychology of Learning Educational Measurement
JUNIOR	Human Development and Handicapping Conditions Management Behavior for Severe Special Needs Working with Parents Introduction to Developmental Reading Assessment: Severe Special Needs Introduction to Speech and Language Disorders Educational Strategies: Severe Special Needs Adapted Physical Education: Severe Special Needs
SENIOR	Student Teaching: Severe Special Needs Seminar: Severe Special Needs

Major in Special Alternative Environments

This program is for students who plan to work in residential, educational and occupational centers for moderately and severely handicapped people. Since this program is to prepare students for work with handicapped individuals in learning situations other than public or private classroom settings, it does not purport to meet teaching certification requirements needed for those settings.

The freshman and sophomore course requirements for this program are the same as those required for students enrolled in the Moderate Special Needs program. Requirements for the junior and senior years are as follows:

JUNIOR	Occupational Preparatory Skills Independent Living Skills Classroom Management: Children With Special Needs Education Strategies for Children With Special Needs Educational Assessment of Children With Special Needs Electives (Approved by Advisor)
SENIOR	Internship in Alternative Environments Research Seminar in Major Intro. to Speech and Language Disorders Electives

The above listing includes four electives which will be selected with the counsel of the program coordinator or other designated faculty members.

Major in Early Childhood and Special Education

This program prepares students to teach moderately handicapped children in regular classrooms grades kindergarten through three, resource centers, and in other special education settings in Massachusetts. Students who plan to teach in other states should check the certification standards of those states to determine whether an elementary education certificate (grades one through six) is required. These students should discuss such requirements with their faculty advisor.

Educational course requirements for the major in Early Childhood/Special Education are:

FRESHMAN	University Core Requirements Child Growth
SOPHOMORE	University Core Requirements Educational Measurement Psychology of Learning Habilitation of Individuals with Special Needs Early Childhood Development and Learning Curriculum and Models in Early Childhood Education Introduction to Children with Special Needs
JUNIOR	Methods and Materials in Early Childhood Education Exploring Science and Social Studies Mathematics for Teachers Reading and Language Arts in the Early Years: Preschool through Third Grade Classroom Management: Children with Special Needs Educational Assessment for Children with Special Needs Educational Strategies for Children with Special Needs
SENIOR	Philosophy of Education Introduction to Speech and Language Disorders Family, School, and Community Relations Student Teaching: Early Childhood

Student Teaching: Special Education
Electives

Fifth Year Programs

In Special Education the superior student may plan undergraduate studies so as to begin graduate work in the senior year. This may enable a student to graduate with the bachelor's degree and the master's degree in five years.

These programs include preparation of personnel to work with children who are multihandicapped (including deaf-blind), blind or visually handicapped, or severely mentally retarded or emotionally disturbed. Those in the Blind and Visually Handicapped program have extended preparation in teaching orientation and mobility beyond that required for certification as a teacher of the blind and visually handicapped. Those preparing as specialists in the field of mental retardation or emotional disturbance not only fulfill the certification requirements of the field but acquire in depth knowledge and experiences which broadens the scope of their professional service possibilities.

Also included in these programs is the opportunity to be professionally prepared in the field of rehabilitation working with blind and visually handicapped youth and adults as Rehabilitation Teachers and as Peripatologists (teachers of orientation and mobility).

Currently there is a great demand for personnel with the professional preparation made possible in these Five Year Programs. Students interested in a fifth year program should consult with the appropriate coordinator. At present there is limited Federal financial assistance for each of these programs.

Minors and Concentrations in Education

With the exception of the minor of four to six courses in a single Arts and Sciences subject, all minors and concentrations are electives. Students may enroll in one, two, three, or more courses. Minors are defined as four to six courses; concentrations as two or more courses.

Minor in Arts and Sciences

Beginning with the graduating Class of 1983, students in the School of Education are required to carry a minor of four to six courses in a single subject in the College of Arts and Sciences. The minimum acceptable is four courses, and Core courses may be included. Specific acceptable areas of study are: Art History, Studio Art, Biology, Chemistry, Classics, Economics, English, Geology, Germanic Studies, History, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Spanish, French, Italian, Russian, Sociology, Speech, and Theatre. Students are encouraged and advised to carry six courses or eighteen credit hours. Secondary Education majors and others who major in Arts and Sciences thereby fulfill this requirement.

Minor in Secondary Education

Students majoring in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Speech Communication and Theatre, or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Education. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

Minor in Middle-School Education

The program in Middle-School Education is designed for students in the College of Arts and Sciences and for transfer students in the School of Education who wish to prepare for teaching during their junior and senior years. It is for those students who will have upon graduation an academic major in one of the following fields:

English
History

Mathematics
Biology
Physics
Chemistry

It is for those students whose career goal is to teach in either a middle or junior high school. Middle schools usually include either grades 5–8 or 6–8, while junior high schools usually include grades 7–8 or 7–9.

Requirements:

A student must have a minimum of 24 semester hours of course work in the subject-matter fields of middle school education. These are defined as Reading, Oral and Written Communication, Literature, Mathematics, Biological and Physical Sciences, Social Studies, the Arts, and Health and Physical Education. Usually this is accomplished through the university core together with purposeful selection of electives in the College of Arts and Sciences.

A student must complete a pre-practicum of 15 semester hours and experiences. Three of these courses have a field component.

A student must complete a successful middle-school senior practicum.

The following courses comprise the Middle-School Minor and should be taken during the junior and senior years as follows:

JUNIOR	Adolescent Psychology Introduction to Teaching in the Middle-School
SENIOR	Structure and Methodology of Teaching Field Educational Measurement Middle-School Curriculum Middle-School Senior Practicum

Contemporary issues important to the middle-school teacher are examined through special presentations and seminars.

Application to the program is made prior to the junior year to the Director of the program—Dr. William Max Griffin.

Minor in Health Education

This program is designed to acquaint students with viable alternatives for careers in the health field. The minor is open to students in Education, Nursing, Management, and Arts and Sciences. It involves the following courses:

Anatomy & Physiology
Sex Education
Health Education, Planning & Diagnosis
Critical Issues: Wellness & Health Education
Alcohol and Drug Abuse
Electives

Student interested in this program should contact Theresa A. Powell.

Minor in Speech Science

This concentration in Speech Science (Speech Pathology) prepares students for graduate study at the Master's level in Speech Science and as regular elementary or secondary classroom teachers. Students interested in this specialization should follow a major in Early Childhood Education, Elementary Education, Secondary Education, or Human Development.

SOPHOMORE	Introduction to Speech Pathology Phonetics
JUNIOR	Language Acquisition Anatomy and Physiology of the Vocal Mechanism Diagnostic Procedures Articulation: Theories and Therapies
SENIOR	Audiology I Clinical Methods Clinical Practice

Students in this concentration need a 3.0 grade point average by the end of sophomore year in order to continue.

Concentration in Bilingual Education

The specialization in Elementary-Bilingual Education prepares students to teach in elementary schools with bilingual settings in Spanish. Students interested in this specialization should enroll in one Spanish course each semester, beginning in the first semester of freshman year. The sequence of Spanish courses is as follows:

Intermediate Spanish
Composition, Conversation, Readings in Spanish
Spanish Phonetics
Advanced Spanish Conversation
Advanced Spanish Composition and Introduction to Literary Analysis
Cultural Backgrounds in Spanish Literature
A Conversational Approach to Contemporary Spanish
A Conversational Approach to Latin America

Students with four years of high school Spanish may test out of Intermediate Spanish. All of the above courses are not necessary, but the courses should be taken in order and with the advisor's approval.

The required courses in Education are as follows:

Caribbean History and Culture
Methods in Bilingual Education

Child Growth and Philosophy of Education are part of the elementary program. This specialization will lead to state (Massachusetts) certification in Elementary and Bilingual Education as long as the student takes the proficiency examination from the Bureau of Bilingual Education. Applicants should contact that office for information about the process.

Contact Dr. Joan Jones for further information on this specialization.

Concentration in Early Childhood Education

This concentration in Early Childhood Education is designed for students who wish to teach first grade through sixth grade, but have a primary interest in the lower grades, and thus wish to develop expertise in this area. It should be noted that this concentration will not enable students to teach at the kindergarten level in Massachusetts since they will be receiving Elementary School certification, not Early Childhood certification. It is advisable to combine this concentration with a second concentration in Reading or Education of the Gifted.

SOPHOMORE	Early Childhood Development and Learning Curriculum and Models in Early Childhood Education
JUNIOR	Methods and Materials in Early Childhood Education
SENIOR	Beginning Reading and Language Arts, or Quantitative Skill Development for Young Children, or Family, School and Community Relations

Concentration in Computer Usage in Education

The School of Education offers a concentration and a minor in computer usage in education. The concentration involves a sequence of three courses while the minor involves those three courses plus an additional three related courses. The concentration is designed to allow students to learn how computers are used in education, to have skills in three computer languages and to experience the usage of computers for a variety of educational purposes. The minor is expected to provide students with a greater depth of experience with educational computing so that they could consider careers which would involve computing.

The minor is offered to students who are majoring in elementary or secondary education. Students interested in this minor are to complete the appropriate major plus:

Introduction to Computers in Education
Computer Programming
Computer Assisted Instruction and Measurement

With the advice of the faculty advisor for this program, students must select three additional courses related to computing.

ADDITIONAL MINOR PROGRAMS: There also exists a minor concentration in science, business, and related subjects. These additional programs may be approved by the Associate Dean.

Concentration in the Education of the Gifted

In response to a growing need for teachers who are prepared to perform in a variety of educational settings for the gifted, particularly the regular classroom, the School of Education is offering a concentration of courses and field experiences.

The concentration is offered to juniors and seniors who have at least a B average and are majoring in elementary, secondary, or special education. The following courses are offered.

Psychology of the Gifted
Humanistic Education
Teaching the Gifted
Psychology and Education of Creative People

Field placement in educational settings for the gifted will be arranged for juniors and seniors. Students should apply to Dr. Katharine Cotter.

Concentration in Mathematics Education

The Mathematics Education Concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom teachers of mathematics, who want to work with children who have special needs in the area of mathematics, who want to be mathematics specialists in an elementary school, or who want to run a mathematics resource room in an elementary school.

Students interested in this specialization are to complete an elementary major plus:

FRESHMAN Mathematics for Teachers
(or its equivalent)

Students are to elect three courses from the following:

Number Theory for Teachers
Geometry for Teachers
Quantitative Skill Development: Preschool through Grade Three
Games and Activities for Arithmetic and Measurement Skill Development
The Special Needs Child: Arithmetic and Measurement Skills
Independent Study: The Running of a Mathematics Education Resource Center

Independent study with a selected faculty member or mathematics specialist can also be arranged. Contact Dr. Michael Schiro for further information.

Concentration in Media and the Fine Arts

The concentration of courses in Media and The Fine Arts prepares teachers in the use of a wide variety of materials in the classroom. It allows them to draw on the talents of students for creative expression in many forms. The specialization deals with topics such as art history and appreciation, still photography, film-making, painting, and television production. The student will have the opportunity to develop skills in various modes of visual expression. The skills can be applied to any communication situation.

The concentration is offered to students who are majoring in elementary or secondary education. Students interested in this concentration are to complete the appropriate major plus:

Media and the Curriculum (Ed 148)
Introduction to Art History (Fa 101 and 102)
Foundations of Studio Art (Fs 101 and 102)

Students are encouraged to select additional courses from the following list, or as the advisor directs, in order to develop skills in specific modes of creative expression:

Basic Film-making (Fs 171 and 172)
Introduction to Principles and Techniques of Photography (Ph 301)
Intermediate Photography (Fs 261)

Television: An Introductory Course (Sa 322)
The Propaganda Film (Fa 381)
Film Criticism (Fa 482)

Additional course selections can be made from the offerings of the School of Education and the Department of Fine Arts with the recommendation of the program advisor and the chairperson of the Department of Fine Arts. Contact Dr. Fred Pula or Dr. Marianne Martin for further information.

Concentration in Reading

The Reading concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom reading teachers. Students may opt for the Reading concentration after successful completion (grades of B or better) of Ed 101, Elementary Language Arts and Ed 104, Reading Methods. It is recommended that the student take Ed 101 and Ed 104 during the first semester, sophomore year.

Students interested in this specialization are to complete an elementary major and three of the following:

Children's Literature
Diagnostic and Remedial Reading
Primary Reading and Language Arts
Language and the Language Arts
Reading Instruction in the Secondary School

In addition to these offerings, other courses may be chosen after consultation with the coordinator. Independent study with a selected faculty member or reading specialist can also be arranged. Contact Dr. Bonnie Lass for further information.

Faculty

Professor Peter W. Airasian, A.B., Harvard University; A.M., Ph.D., University of Chicago

Professor Michael H. Anello, B.S., Seton Hall University; A.M., Ph.D., Cornell University

Professor Katherine C. Cotter, B.S., Hyannis State Teachers College; M.Ed., Ph.D., Fordham University

Professor John S. Dacey, A.B., Harpur College; M.Ed., Ph.D., Cornell University

Professor Donald T. Donley, B.S., State University of New York at Buffalo; D.Ed., Syracuse University

Professor John R. Eichorn, B.S., Salem State Teachers College; M.Ed., D.Ed., Boston University

Professor Francis J. Kelly, A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Professor Mary T. Kinnane, A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Professor George T. Ladd, B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Professor Pierre D. Lambert, B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Professor George F. Madaus, B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Professor Vincent C. Nuccio, A.B., Boston College; M.E., D.Ed., Cornell University

Professor Ronald L. Nuttall, A.B., A.M., Ph.D., Harvard University

Professor Edward J. Power, A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

Professor Lester E. Przewlocki, A.B., M.A., DePaul University; Ph.D., University of Chicago

Professor John Savage, A.B., Iona College; Ed.D., Boston University

Professor John F. Travers, Jr., B.S., M.Ed., Ph.D., Boston College

Professor John J. Walsh, B.S., Boston College; A.M., Ph.D., University of Chicago

Associate Professor Lillian Buckley, B.S., Framingham State College; Ed.M., Ed.D., Boston University

Associate Professor M. Beth Casey, A.B., University of Michigan; A.M., Ph.D., Brown University

Associate Professor James J. Cremins, A.B., A.M., Ph.D., University of Connecticut

Associate Professor William M. Griffin, A.B., Marietta College; A.M., State College for Teachers at Albany; D.Ed., Syracuse University

Associate Professor Irving Hurwitz, A.B., Ph.D., Clark University

Associate Professor Richard M. Jackson, A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Associate Professor John A. Jensen, A.B., Cornell University; A.M., Ed.D., University of Rochester

Associate Professor Joan C. Jones, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

Associate Professor John B. Junkala, B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Associate Professor William K. Kilpatrick, B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

Associate Professor Raymond J. Martin, A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Associate Professor Jean Mooney, A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Associate Professor Bernard A. O'Brien, A.B., Boston College; A.M., Ph.D., Catholic University of America

Associate Professor Diana P. Paolitto, A.B., Smith College; M.A.T., Harvard University; Ed.D., Boston University

Associate Professor Alec F. Peck, A.B., University of San Francisco; M.S., Ph.D., Penn. State University

Associate Professor Michael Schiro, B.S., Tufts University; M.A.T., D.Ed., Harvard University

Associate Professor Charles F. Smith, Jr., B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Associate Professor Kenneth W. Wegner, B.S., M.Ed., D.Ed., University of Kansas

Assistant Professor Mary M. Brabeck, B.A., M.S., Ph.D., University of Minnesota

Assistant Professor Marcia Bromfield, A.B., Tufts University; M.S., Syracuse University; Ph.D., Syracuse University

Assistant Professor Sherrill Butterfield, B.S., Fitchburg State College; M.S., Boston College; Ph.D., University of Pittsburgh

Assistant Professor Joseph Duffy, S.J., A.B., A.M., Boston College; S.T.L., Weston College; M.S.Ed., Ph.D., Fordham University

Assistant Professor Bonnie Lass, A.B., Syracuse University; M.S., CCNY; Ph.D., University of Illinois

Assistant Professor Theresa Powell, Diploma, Posse School of Physical Education; B.S., Ed.M., Boston University

Assistant Professor Harry J. Sobel, B.A., LeHigh University; M.S., Purdue University; Ph.D., Boston College

Assistant Professor Elizabeth R. Welfel, A.B., Emmanuel College; A.M., Ph.D., University of Minnesota

Adjunct Assistant Professor Philip DiMattia, B.S., M.Ed., Ph.D., Boston College

Adjunct Lecturer Michael E. Herron, B.S., California State University at Northridge; A.M., California State University at Los Angeles

Adjunct Lecturer W. Robert Smith, B.S., Northern Illinois University

Adjunct Lecturer Hugo Vigoroso, B.S., University of Rhode Island; M.Ed., Boston College

Lecturer George Zimmerman, B.S., Kutztown State College; A.M., Western Michigan University

Course Offerings

Ed 030 Child Growth (F, S; 3)

Learning theory, cognitive development and physical and psychological patterns of growth for the typical child are among the major topics examined.

The Department

Ed 031 Child Growth (S; 3)

This advanced course treats special topics which were introduced in the first course. Prerequisite: Ed 030.

The Department

Ed 032 Psychology of Learning (F, S; 3)

An investigation of the learning process with particular emphasis upon the nature of learning, development of definitions of learning, types of learning, transfer, and the development of learning theory. Special attention will be given to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and the neurological aspects of learning.

The Department

Ed 041 Educational Psychology and the Adolescent (F, S; 3)

An introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth.

William K. Kilpatrick

Ed 050 Field Practicum, Sophomore (F, S; 1)

A one day per week field experience each semester of the sophomore year. In school and non-school sites for elementary, alternative education, severe special needs and early childhood programs. This is the field lab for Ed 104, Ed 147 and Ed 200. Application must be made prior to the pre-registration period.

Pass/Fail

Joan C. Jones

Ed 051 Field Practicum, Junior (F, S; 1)

A one day per week field lab in school or non-school sites for elementary, alternative education, severe special needs and early childhood programs. This lab relates to Ed 101, Ed 102, Ed 104, Ed 105, Ed 108, Ed 109, Ed 114, Ed 144, Ed 308, Ed 204, and Ed 383. Application for this experience must be made during the semester preceding the practicum.

Pass/Fail

Joan C. Jones

Ed 052 Field Practicum, Human Development (F, S; 1)

Students perform a field experience for eight to ten hours per week at a site selected with approval of the instructor. Students keep a journal of their field experience and attend a weekly seminar on campus.

Pass/Fail

Mary Brabeck

Ed 060 Educational Measurement (F, S; 3)

This course stresses evaluative concerns in the classroom. Topics covered include informal evaluation, objective writing, item and test construction, test scoring, validity and reliability.

Peter W. Airasian

John A. Jensen

John J. Walsh

Ed 061 Psycho-Educational Measurement (F; 3)

This course is limited to students majoring in Human Development. Principles of standardized test selection and utilization; validity; reliability; standard scores; norms; interpretation of test data; survey of measures of achievement, adjustment, aptitude, intelligence, interests and personality; current controversies and ethical considerations.

The Department

Ed 101 Teaching Language Arts (F, S; 3)

The course provides the student with the content and competencies necessary for teaching the communication areas of listening,

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speaking and writing to elementary age children. Theoretical content is integrated with practical application both in the university setting and the elementary classroom.
Lillian Buckley
Charles Smith

Ed 102 Teaching Music, Art, and Movement (F, S; 3)

The course treats those areas of music, art, and physical education that the elementary school teacher needs in the classroom.

The Department

Ed 104 Teaching Elementary Reading Methods (F, S; 3)

This course examines major approaches to teaching reading, diagnostic-prescriptive techniques, and materials appropriate for the development of basic reading skills.

John Savage
Bonnie Lass

Ed 105 Teaching Social Studies (F, S; 3)

Theory and practice in modern social studies education, involving public school experience centers and college personnel in a carefully orchestrated program focusing on student instruction and guidance in the development of requisite professional competencies.

Katharine C. Cotter
Charles Smith

Ed 108 Mathematics for Teachers (F, S; 3)

Curriculum materials and instructional techniques useful in teaching mathematics to elementary school children will be examined. This course covers instruction in Early Childhood and grades one to six. Lecture and laboratory.

Michael Schiro

Ed 109 Elementary Science for Teachers (F, S; 3)

The exploration of science materials, instructional methodologies and issues on an individual/group basis. Grades one to six. Lecture and laboratory.

George T. Ladd

Ed 110 History of Western Education (F, S; 3)

Beginning with classical Greek education, this course surveys the principal cultural and educational movements of Western education.

Edward J. Power
Pierre D. Lambert

Ed 113 Teaching English to Speakers of Other Languages (TESOL) (F; 3)

The course is designed to introduce bilingual and other teachers to the theory and practice of TESOL, emphasizing the special linguistic and cultural problems facing learners of English as a second language. Various approaches and methods of second language teaching will be examined through readings, lectures, films and school visits. Practice in TESOL will be gained through lesson planning, in class demonstrations, microteaching and evaluation of materials.

Students will develop ability to respond to the needs of adult illiterates and individual ESL students in regular classes.

The Department

Ed 114 Methods and Materials in Early Childhood Education (F; 3)

This course explores the methods and materials appropriate to teaching young children. Both the class discussions and the practicum involve the development and evaluation of materials and methodologies applicable to the learning environments of young children including such areas as the arts, communication skills, and physical education.

Beth Casey

Ed 115 Curriculum and Models in Early Childhood Education (S; 3)

This course is designed to explore different views of early childhood education including such models as Piagetian, Montessori, and Open Education. Compensatory education as well as cross-cultural early childhood models (e.g. the Chinese conception) will be discussed. Within this context, an overview of the curriculum, preschool through grade three, will be explored. Also included will be discussion of the organization of the classroom, classroom management, health issues, planning a lesson, and setting the goals of instruction. By the end of the course students will be expected to formulate their own early childhood education model.

Beth Casey

Ed 116 Exploring Science and Social Studies through the Environment: Early Childhood Education Methods (S; 3)

This course explores science and social studies materials and methodologies for teaching preschoolers through third grade. A special emphasis is given to the development of problem-solving abilities in young children as they explore their environment.

The Department

Ed 126 Secondary Speech Communication (F; 3)

This course will focus on communication theory and practice. It is designed especially for students who intend to pursue a career in teaching. Special emphasis will be placed on the lecture and discussion methods of teaching. Both verbal and nonverbal communication techniques will be stressed in the speaking exercises that form the nucleus of the course.

For those students who are majors in communication and theatre, this course will contain a unit devoted to such essential items as organizing the performance course, planning relevant communication and theatre exercises, and evaluating students' performance. Non-majors will participate in an alternative learning experience while this special unit is being taught.

Students are reminded that this is a field based course.

Dorman Picklesimer

Ed 130 Introduction to Teaching in the Middle School (S; 3)

Middle schools today are organized quite differently from that of the self-contained classroom and the typical junior high school. The middle school teacher (5-9) needs to possess a carefully planned specialization of subject matter, and understanding of the special needs of the pre- and early adolescent, and the capability to create varied learning environments made possible by the more adaptive middle school organization.

This course introduces the student to the basic concepts on which middle schools are organized with special emphasis on what all of this means for the middle school teacher. Visitation to selected middle schools is also part of the course. This course is part of the prepracticum and will service a useful purpose in planning a student's program.

William A. Griffin

Ed 131 Middle-School Field Practicum, Sophomore (F, S; 1)

A one-half day per week field experience. This is the field component for the course entitled "Introduction to Teaching in the Middle-School".

Ed 132 Middle-School Field Practicum, Junior (F, S; 1)

A one-half day per week field experience. This is the field component for the student's special methods course.

Ed 133 Middle-School Curriculum (F, S; 3)

This course takes place during the first four weeks of the fall or spring semester of the senior year. Students study the curriculum guides and other materials related to the subject-matter fields which they will be teaching. During this time they will become familiar with the school's philosophy, policies, and practices, and the vertical articulation of instruction over a three or four-year span. Planning for student teaching is a vital part of this four-week period inasmuch as there may be two subject-matter teaching fields involved. A major part of this course is field-based.

William M. Griffin

Ed 134 Middle-School Senior Practicum (F, S; 12)

A twelve-week practicum for seniors majoring in Middle-School Education. Placements are made in selected middle schools. This practicum follows the course in Middle-School Curriculum. Students are assigned to a full-day experience and follow the school's calendar. Prerequisites are a 2.5 grade point average and successful completion of all pre-practicum requirements. Application procedures are to be completed during the semester preceding the practicum.

William M. Griffin

Ed 144 Reading and Language Arts Preschool through Third Grade (F; 3)

This course examines approaches, planning and evaluating of reading and language arts for Early Childhood Education.

Bonnie Lass

Ed 145 Children's Literature (F, S; 3)

Course content exposes students to the major genres in children's literature: picture books, folklore, fantasy, science fiction, biog-

raphies, historical fiction and contemporary realistic fiction. It is expected that students will engage in wide reading of the literature available for children at the elementary level.

Lillian Buckley

Ed 146 Diagnostic and Remedial Reading (F, S; 3)

Causes of reading disability, the means of diagnosing and correcting disabilities and varieties of remedial materials will be the topics of study for this course.

Bonnie Lass

Ed 147 Early Childhood Development and Learning (F; 3)

This course focuses on development of the child from birth to seven years of age. The emphasis is on an in depth understanding of the young child and on the ability to apply this knowledge to a learning environment. To facilitate this integration of theory and practice, students and faculty hold classes together at a co-operating nursery school near the college.

Beth Casey

Ed 148 Media and Curriculum (F, S; 3)

This course is designed to demonstrate ways in which media do affect the teaching/learning process in the classroom. Students are able to develop a proficiency in the operation of basic audiovisual equipment: projectors, audio tape recorders, video tape recorders, and display boards. The course demonstrates the criteria used in the selection and utilization of instructional materials for specific learning situations. It enables students to design and produce instructional materials using the facilities of University Audiovisual Services.

The Department

Ed 151 Problems in Urban Education (F, S; 3)

The course aims to acquaint the student with the urban community, its people, and their problems. It includes at least four field trips to inner-city agencies, centers, organizations, and events, as well as attendance of on-campus classes.

Charles Smith

Ed 160 Introduction to Computers in Education (F, S; 3)

An introduction to computers and their applications in education. The origins, development and workings of computers will be reviewed. Current hardware and software systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. The course will emphasize practical experiences with present systems, but will also explore new developments in hardware and software and their implications for education.

John A. Jensen

Ed 161 Computer Programming (S; 3)

Prerequisite: Ed 160 or equivalent

A course in planning, writing, debugging and executing computer programs of intermediate difficulty using the PL1 language. Other topics include: IBM Job control Language and operating systems; data acquisition, file construction and maintenance using punched cards, teleprocessing and optical scanning equipment; sequential and direct access storage media and methods; and experience in the use of existing program systems for statistical analysis.

John A. Jensen

Ed 162 Educational Measurement Using Computers (F; 3)

This course provides an introduction to the principles of measurement and evaluation as they apply to classroom settings, and deals with the capabilities of computer hardware and software in the measurement and evaluation of student progress. Emphasis will be placed on designing measurement sequences and programming them for presentation and analysis using the DECAL language. Each student will develop and pilot test a measurement sequence as a term project.

The Department

Ed 199 Independent Study in Education (F, S; 3)

This course provides independent research opportunities to the student under the guidance of an instructor. The research project must be approved one month before the beginning of the course by the instructor and the Associate Dean.

The Department

Ed 200 Introduction to Children with Special Needs (F, S; 3)

This course will provide an introduction to various disabilities and resulting special needs. Among topics considered are definitions, characteristics, approaches to education, and current

trends in service delivery. One day per week practicum in the Boston College Campus School is required.

The Department

Ed 201 Classroom Management: Children With Special Needs

(F; 3)

This course focuses on observation and precise description of learning behaviors, followed by a presentation of motivational and management approaches to children in the classroom. Students write anecdotal records and employ informal behavioral checklists. In addition, students will identify general characteristics of special needs children and prepare appropriate accommodation strategies with which a classroom teacher might support and foster successful learning experiences in children with special needs. Students will also propose and present a rationale for selected management techniques for specified children.

James Cremins

Alec Peck

Ed 203 Philosophy of Education (F, S; 3)

A study of educational theory and its influence on educational practice, and an application of philosophical principle to basic educational policy.

Pierre D. Lambert

Edward J. Power

Ed 204 Independent Living Skills (S; 3)

This course will focus on the development of skills to enable people with special needs to live as independently as possible. Extensive consideration will also be given to various types of residential placements for people with special needs and issues involved in establishing these settings and developing programs in them. A six hour per week field placement is a part of this course.

The Department

Ed 205 Occupational Preparatory Skills (S; 3)

The world of work for the handicapped individual is approached from the viewpoint of societal attitudes and basic skill preparation with an emphasis upon current legislation, service delivery systems, task analysis and other training procedures leading to job placement and follow-up. Content areas will focus on the moderately and severely disabled adolescent and adult within non public school settings. A six-hour field placement is a coordinated part of this course.

The Department

Ed 206 Habilitation of Individuals with Special Needs (S, 3)

This course deals with theoretical, philosophical, and practical daily needs aspects of developing vocational and social programs for persons with special needs.

The Department

Ed 208 Educational Strategies for Children with Special Needs

(S; 3)

This course focuses on the individualization of instruction for children with special needs. The role of the teacher, rather than that of materials, is stressed as the dominant factor. Students will develop a rationale and demonstrate skills in individualizing instruction for a variety of children with special needs.

James Cremins

John B. Junkala

Ed 209 Educational Assessment of Children with Special Needs (F, S; 3)

This course deals with formal and informal assessment techniques to be used in the development of individualized educational programs (IEPs). The development of observation skills is stressed, with a heavy emphasis on task analysis.

James Cremins

John B. Junkala

Ed 210 Introduction to Speech and Language Disorders (F; S; 3)

This course presents an overview of speech and language disorders in children. Includes introduction to assessment techniques, remedial strategies and curriculum modifications for children with problems in receptive and expressive language.

Jean Mooney

Ed 211 Learning Problems of Special Needs Adolescents (S; 3)

This course will focus on the secondary special needs student. Topics discussed will include: behavior management, laws, individualizing instruction, curriculum modification, and other topics. Students who enroll in this course will be required to

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participate one-half day per week in a secondary school setting, grades nine to twelve. *James Cremins*

Ed 212 Secondary School Lab (S; 1)

This course is the lab and field work for Ed 211. One-half day per week is required. *Joan C. Jones*

Ed 213 Research Seminar in Special Residential/Vocational Learning Environments (S; 3)

Students will be made aware of current trends, issues, and legislation in the field, developing an in depth project, either research or field based, which will be planned, implemented, and completed during the course. Emphasis will be placed upon developing an area of interest of the student and contributing something original and useful to the field. *Marcia Bromfield*

Ed 220 Cultural Studies in Language and Linguistics (F; 3)

The course focuses on the nature and structure of American English with direct application to English instruction in the secondary school. Course topics include the study of phonology, morphology, syntax, the history of language, semantics, and dialect, specifically as these topics relate to vocabulary development, composition, grammar and reading instruction in the secondary school classroom. This course is required for all students in Secondary Education and English. *John Savage*

Ed 225 Comparative Education (S; 3)

This course examines the various educational systems of other countries. Particular emphasis is given to European countries. *Pierre Lambert*

Ed 230 Abnormal Psychology (S; 3)

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. Prerequisite: Ed 242 *Hayden Duggin*

Ed 241 Interpersonal Relations (F; S; 3)

Focuses on the person and his or her ability to live and work with other people. This course will help the student to look at herself or himself and choose those social techniques which will increase effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people. Open to majors in Human Development only. Prerequisites: Ed 030, Ed 032, Ed 041. *Francis Kelly*
Voncile White

Ed 242 Personality Theories (F, S; 3)

This course gives an introduction to the various theories of personality. It shows the relationship between personality and counseling theory. Open to majors in Human Development only. Prerequisites: Ed 030, Ed 032, Ed 041. *Mary Brabeck*

Ed 243 Counseling Theories (S; 3)

This course gives an introduction to the various theories of counseling. Prerequisites for this course are Ed 241 and Ed 242. Open to majors in Human Development only. *Mary Brabeck*

Ed 244 Adult Psychology (S; 3)

This course is designed to investigate the psychological, sociological, anthropological and historical aspects of adult development. Stages of life and crises which must be met and mastered in those stages will be given special attention. *John Dacey*

Ed 245 Human Development Senior Field Experience (S; 3)

This course is designed as a senior seminar. Students will meet once a week to discuss their required field work (eight to ten hours per week) and to relate their field work to the theories and skills studied throughout their Human Development programs. In addition students will be required to research the literature on an aspect of their field work. This course is open only to seniors in the Human Development major, with consent of instructor. *Mary Brabeck*

Ed 250 Elementary Student Teaching (F, S; 12)

A semester Field Experience (300+ clock hours) for seniors majoring in elementary education. Placements are made in area schools or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom

setting. Prerequisites are a 2.5 grade point average and successful completion of all required courses. Applications must be completed during the semester preceding the student teaching assignment. *The Department*

Ed 251 Secondary Student Teaching (F, S; 12)

A semester Field Experience (300+ clock hours) for seniors majoring in secondary education. Placements are in area schools or selected sites overseas or out-of-state. Students are assigned a full day experience in middle or senior high schools. Prerequisites are a 2.5 grade point average and completion of all required practicums and courses. Application procedures are to be completed during the semester preceding the student teaching assignment. *The Department*

Ed 252 Elementary Student Teaching (F, S; 9)

A semester Field Experience (300+ clock hours) for seniors majoring in elementary education. Placements are made in area schools or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites are a 2.5 grade point average and successful completion of all required courses. Applications must be completed during the semester preceding the student teaching assignment and have permission of the program director and Associate Dean. *The Department*

Ed 253 Special Education Student Teaching (S; 6)

A six-week full day practicum for seniors in special education programs. Placements are in area schools and non-school sites. Prerequisites are a 2.5 grade point average and successful completion of required course and field work. Applications are to be submitted the semester preceding the practicums. *The Department*

Ed 254 Bilingual Student Teaching (S; 3)

A six-week practicum for seniors in bilingual programs. Placements are in area schools and non-school sites. Prerequisites are a 2.5 grade point average and successful completion of all required course and field work. Applications are to be submitted the semester preceding the practicum. *The Department*

Ed 256 Secondary Student Teaching (S; 9)

A semester full-day experience for Arts and Sciences seniors minoring in Secondary Education. Placements are made in area junior and senior high schools. Prerequisites are a 2.5 grade point average and successful completion of required course and field work. Applications are to be submitted the semester preceding this practicum. *The Department*

Ed 258 Secondary Schools Observation (F, S; 1)

This course is the required one-half day per week lab for the Secondary Teaching Method Courses, Ed 300, 301, 302, 303 and 304. Applications are to be submitted the semester preceding this practicum. *The Department*

Ed 259 Internship in Special Residential/Vocational Learning Environments (S; 12)

A fifteen-week full-time field experience in a residential/vocational setting. Students will work with programs, methods, and materials to meet the life and occupational needs of moderately to severely handicapped individuals. Prerequisites are completion of all pre-practicum and required course work. *The Department*

Ed 260 Elementary Student Teaching, Gifted (F, S; 3)

A six-week full-time (150+ clock hours) practicum for undergraduate seniors in elementary education whose specialization is Gifted Education to be taken after Ed 250. Students are assigned to gifted classrooms at the elementary (1-6) level. Prerequisites are a 2.5 grade point average and successful completion of all required courses. Application for this experience must be made during the semester preceding the practicum. *The Department*

Ed 261 Secondary Student Teaching, Gifted (F, S; 3)

A six-week practicum for seniors majoring in Secondary Education with special interest in working with gifted youth. Students are assigned to a full day experience in middle or senior

high schools' gifted settings. Prerequisites are a 2.5 grade point average and approval of the Program Coordinator.

The Department

Ed 262 Internship, Elementary (F, S; 3)

Participation/observation experiences working in education related activities at schools or non school sites, including museums, business, and government or social agencies. Requirements and time periods arranged by advisors. By permission only.

The Department

Ed 263 Internship, Secondary (F, S; 3)

Participation/observation experiences working in education related activities at schools or non school sites, including museums, business, and government or social agencies. Requirements and time periods arranged by advisors. By permission only.

The Department

Ed 264 Early Childhood Student Teaching (F, S; 12)

A semester (300+ clock hours) practicum for seniors majoring in Early Childhood Education (N-3). Placements are made in nursery and primary schools or selected out-of-state/overseas sites. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required course and field work. Applications are to be submitted the semester preceding this practicum.

The Department

Ed 265 Early Childhood Student Teaching (F, S; 6)

A six-week (150+ clock hours) practicum for seniors majoring in Elementary Education who wish additional same as for other courses in student teaching. Applications are to be submitted the semester preceding this practicum.

The Department

Ed 266 Student Teaching, Severe Special Needs (F, S; experience in kindergarten through grade three. Prerequisites are the 12)

A full semester practicum of five days per week for seniors enrolled in the Severe Special Needs Program. Students work in school and nonschool sites with severely handicapped children and youth. Applicants must have completed all course and field requirements and have the approval of their program director. Application procedures are to be completed the semester preceding this practicum.

The Department

Ed 274 Alcohol and Drug Abuse in Education (S; 3)

Exploration of the many facets of alcohol and drug abuse problems. Investigation of alcohol, drugs, and their effects, users, non-users, education programs, rehabilitation programs and community actions.

The Department

Ed 275 Sex Education (F; 3)

This course is designed to cover the physiology of human reproduction with emphasis on the development of sexuality leading to marriage and influences of the family; special topics of responsibilities, venereal disease, sex hygiene, and birth control.

The Department

Ed 276 Adapted Physical Education for the Child with Special Needs (F, S; 3)

Acquaints the student with the mental and physical aspects of children with special needs. Emphasis is placed on recognition and remediation of a child's handicap and assisting in developing abilities to fullest potential. Practicum in elementary schools and hospital settings provide for enrichment and utilization of theories.

Theresa A. Powell

Ed 277 Elementary Methods of Physical Education (F, S; 3)

An integrated course designed to give students a working knowledge of purposes of physical education and its activities in the elementary school child. Practicum in elementary school setting

provides for enrichment and utilization of theoretical ideas and concepts.

Not offered 1982-1983

Theresa A. Powell

Ed 278 Personal Skills in Individual and Team Sports (F, S; 3)

Emphasis is placed on the development of personal skills in selected activities, along with methods and materials used for effective teaching in Physical Education.

Theresa A. Powell

Ed 279 Applied Anatomy and Kinesiology (S; 3)

The course includes the theoretical and practical knowledge necessary for the understanding of human movement and the techniques of analyzing motor skills.

The Department

Ed 290 Number Theory for Teachers (F; 3)

This course is intended to focus on a wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in the elementary school. The course will also provide a foundation for the prospective teacher in working with induction, the division and Euclidean algorithms, prime factorization, prime number facts and conjectures, modular arithmetic and mathematical art.

Margaret J. Kenney

Ed 291 Geometry for Teachers (S; 3)

Prerequisite: Ed 290

This course is intended to fill a basic need of all elementary teachers. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered in depth include the square and triangular geoboards, motion geometry, and their relation to the standard Euclidean geometry.

Margaret J. Kenney

Ed 300 Secondary Science Methods (F; 3)

A survey of the available secondary science curricula will be combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class and examine ways to facilitate the inquiry approach in science teaching. Substantial field work required.

W., 4:30

The Department

Ed 301 Secondary History Methods (F; 3)

This course will demonstrate methods for organizing a unit, utilizing original sources, employing drama and sociodrama, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required.

W., 4:30

The Department

Ed 302 Secondary English Methods (F; 3)

This course carries the Secondary School English Major from an introductory phase that shows the place of the English Department in the Secondary School Plan to a closing phase in which he or she has a comprehensive look at research in progress in the teaching of English. In between these two phases, he or she discovers what will make an effective, successful teacher of English. The student receives much practice in Semester, Unit and Daily planning for the teaching of lessons in Listening/Speaking, Writing, Literature, Language Study (Traditional and Modern) and Mass Media Study. Substantial field work required.

W., 4:30

The Department

Ed 303 Secondary Language Methods (F; 3)

Analysis in approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. Substantial field work required.

W., 4:30

The Department

Ed 304 Secondary Math Methods (F; 3)

This course is designed to prepare the student for teaching experience in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading tests, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered in detail as time permits, mathematical topics are developed which

will provide background information. This will allow a more meaningful presentation of various units in mathematics. Substantial field work required.

W., 4:30

The Department

Ed 306 Secondary Methods (S; 3)

A course designed to prepare teachers for grades nine to twelve in methodology and curriculum.

The Department

**Ed 307 Quantitative Skill Development—
Preschool Through Grade 3 (S; 3)**

Activities that help preschool and kindergarten children develop quantitative skills in the area of mathematics and science are explored. Activities are drawn from such areas as art, movement, music, block building, and nature study.

M., 4:30–6:15

Michael Schiro

Ed 308 Health Education: Planning and Diagnosis (S; 3)

This course offers an educational diagnostic approach to planning for health promotion and illness prevention. Social, cultural, and psychological determinants of health and illness behavior will be explored. Clinical, community agency and school health education models will be reviewed.

Th., 4:30–6:15

Daniel Merrigan, S.J.

Ed 309 Critical Issues: Wellness and Health Education (F; 3)

This course is an introduction to the major components of human health and well being. Students will examine the personal, social, environmental and cultural determinants of health in order to assess their potential for optimal well-being. The concept of wellness education and its relationship to personal health status and professional development will be emphasized.

Th., 4:30–6:15

Daniel Merrigan, S.J.

Ed 310 Family, School, and Community Relations (S, 3)

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and longterm effects of divorce, single parent families, step-families, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education.

The Department

Ed 315 The Psychology of Adolescence (S; 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

M., 4:30–6:15

William K. Kilpatrick

Ed 316 Seminar and Practicum: An Early Childhood Model (F, S; 3)

This course will involve a joint project by a group of educators in a cooperative effort to construct and implement a model of early childhood education. Students will participate in a seminar at Boston College plus a one-day-per-week field practicum at one of the two model early childhood sites. The cooperating teachers at the model sites and the Boston College consultants in the projects will participate in the seminar with the students. The sites consist of a preschool program for four-year-olds and a pre-kindergarten program for younger kindergarten-age children. These programs are designed and implemented by Boston College in collaboration with two schools in Brookline, a private pre-school and an elementary school. Students will have concrete experience in developing a variety of teaching strategies and will be videotaped using these strategies. At each site there will be close supervision by a consultant from Boston College as well as by the cooperating teacher. Undergraduate students should take this course in conjunction with the field practicum, Ed 050 and graduate students should take it in conjunction with Ed 429. Seniors doing student teaching will spend five-days-per-week at the site and will take the course along with Ed 250. Placement at the

model sites will satisfy the practicum requirements for the above field practicum courses.

Fall, M 4:30–6:15

Beth Casey

Spring, T 4:30–6:15

**Ed 318 Reading–Language Arts Preschool through
Grade Two (S; 3)**

Approaches, planning and evaluating reading/language arts instruction and materials for early childhood education.

T., 4:30–6:15

Bonnie Lass

Ed 319 Psychology and Education of Creative People (S; 3)

This course will consider psychological aspects of four areas of creative activity; personality, productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experiences of the students themselves. All age levels of creative development are included.

Th., 4:30–6:15

John S. Dacey

Ed 321 Language and the Language Arts (S; 3)

A course that examines the nature and structure of language and how it applies to the teaching of language arts with an emphasis on written language, in the elementary and middle schools.

M., 4:30–6:15

John Savage

Ed 323 Reading Instruction in the Secondary School (S; 3)

A course that includes principles and practices of developmental and remedial reading instruction at the junior and senior high school levels. There will be particular emphasis on teaching reading in content areas.

Th., 4:30–6:15

John Savage

Ed 326 Science in the Secondary School (F; 3)

Current issues, trends and innovations in science education at the secondary (7–12) level will be investigated and discussed. This course is required of all M.S.T., C.A.E.S., and Doctoral students with a science education emphasis in their programs.

George T. Ladd

Ed 327 Teaching the Gifted (S; 3)

Prerequisite: Ed 327 and consent of the instructor.

Experientially conducted, the course is open primarily to Graduate students. A three-level teacher-training model is the basis for participating in the design of learning sequences for the gifted. Gifted youngsters are brought into class for instruction by small groups of class members.

Th., 4:30–6:15

Nina Greenwald

Ed 328 Psychology of the Gifted (F; 3)

Psycho-social characteristics of the gifted, including underachiever, culturally different, disadvantaged; related to education and guidance.

Th., 4:30–6:15

Katharine C. Cotter

**Ed 330 Field Education and Supervised Practicum in Religious
Education (F, S; 3)**

This program provides the student with supervised experience in Religious Education. The practicum provides an opportunity to integrate theory and practices as related to individual field experiences. Consultation and process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

By arrangement

Religious Education Faculty

Ed 334 Special Projects in Religious Education (F, S; 3)

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty advisor.

By arrangement

334.01

Mary C. Boys, S.N.J.M

334.02

Rev. Thomas Groome

334.03

Padraic O'Hare

Ed 350 Legal Rights of Teachers and Students (S; 3)

A course designed to acquaint teachers with their legal rights and the rights of students.

T., Th., 9:00–11:00

Beginning March 1

Lester E. Przewlocki

Ed 373 Explorations in Humanistic Education (S; 3)

A comprehensive practical analysis of humanistic education in terms of its goals, conditions, implementation and defense in a

new era of accountability. Special attention will be given to current concerns affecting humanistic education.

T., 4:30–6:15

Katharine C. Cotter

Ed 374 Management of the Behavior of Severe Special Needs Students (F; 3)

The focus is primarily on behavior modification principles and practices for severe special needs students. Students will be exposed to theoretical constructs underlying classical and operant conditioning, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and related topics.

M., 4:30–6:15

James Cremins

Ed 380 Visual Handicaps and Education (F; 2)

A study of the anatomy and function of the eye with emphasis on common life diseases and their effect on vision. Included is the use of residual vision, optical aids and educational-rehabilitative implications of various types of eye conditions.

W., 4:30–6:15

Richard Jackson

Ed 382 Communications (Manual) (Intercession; 1) (S; 1)

A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., Braille, manual alphabet, natural gestures, signing. The course is designed for students who want an exposure to alternative communication systems.

By arrangement

George Zimmerman

Ed 384 Multihandicapped Education Seminar (F; 3)

The focus of this seminar is curriculum planning for the Multihandicapped child. A developmental approach is taken with the greatest emphasis being placed on the domains of cognitive, language, self-help, motor, and social development. Practical experiences are incorporated into this course.

F., 4:30

Richard Weisenfeld

Ed 386 Communication (Manual) II (S; 2)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American sign language. Theoretical foundations of total communication will be investigated (includes Braille for students in the Peripatology Program).

Limited to students in the Deaf/Blind, Multihandicapped Program and the Peripatology Program. Meets twice a week.

W., 6:00–8:00

Terrell Clark

Ed 387 Assessment of Young Children with Special Needs (F; 3)

The assessment process, including norm-referenced and criterion referenced devices for children birth to six, is the primary focus of this course. Observational schedules and functional vision and hearing assessments are addressed. Children with special needs at different developmental ages are assessed both in class and as outside requirements.

F., 4:30–6:15

Sherrill Butterfield

Ed 392 Education and Psychology of Exceptional Children (S; 3)

Characteristics and special education needs of handicapped and gifted children will be considered. Recent trends relative to assessment of administrative arrangements for and teaching strategies appropriate to exceptional children will be discussed. Consideration will also be given to legislation and regulations pertaining to the education of exceptional children.

T., 4:30–6:15

John Eichorn

Ed 393 Student Teaching: Visually Handicapped (F, S, Summer; 2)

Students in the program for Educator of the Visually Handicapped will have eight weeks student teaching (10–12 hours per week) in a school or program for the visually handicapped. Last eight weeks of semester. With consent of instructor.

By arrangement

To be announced

Ed 398 Working with Parents of Severe Special Needs Students (F; 3)

Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and

preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.

Th., 4:30

Alec Peck

Ed 399 Career/Vocational Placement and Follow-up Procedures (S; 3)

Procedures for working with employers, securing job placement sites in the community for the handicapped adolescent, and maintenance of those placements through structured follow-up will be implemented through several current procedures appropriate in rural and urban settings. Skills necessary to adapt work stations for the handicapped, evaluate entry level skills for job placement, and conduct follow-up counseling are stressed within the course.

T., 4:30–6:15

The Department

School of Management



School of Management

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building—Fulton Hall—which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the Fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives—to educate the managers and leaders of organizations, whether they be business, government, hospital or education oriented.

Objectives of the School of Management

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional education that will prepare the student for important management positions in business and in other institutions. In the development of persons who will assume significant professional responsibilities, it is absolutely essential that each student gain both an appreciation for the ethical and moral dimension of decision making and an understanding of the Jesuit tradition in this area. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following goals:

1. Liberal Education: To provide students with a broad educational foundation of course coverage in arts and sciences, including English, mathematics, social sciences, history and the natural sciences.
2. Professional Core: To develop in students a sound background knowledge of the concepts, processes, institutions, relationships, and methods of modern management.
3. Advanced Professional Interest: To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disciplines.
4. Personal Development: To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

Requirements for the Degree

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester, three-credit courses distributed over eight semesters of four academic years with a cumulative average of at least a C– (1.5). Within these thirty-eight courses is the core curriculum of fourteen liberal arts courses required of all students. The remaining twenty-four

courses include sixteen management courses, two liberal arts electives and six free electives.

Students are encouraged to use these electives to maintain or develop skills and interest in other areas such as foreign language, music, art etc. Foreign language study is particularly recommended; for example, the Department of Germanic Studies offers the course Gm 005–006 (Elementary Business German) for persons without previous experience with the German language who wish to begin to develop competence with this language (For details see Germanic Studies).

The School of Management offers its undergraduates an integrated concentration in Management and Psychology. Persons interested in this concentration should contact the coordinator through the office of the undergraduate dean early in their freshman year.

In some cases it is possible to arrange an equivalent major in Arts & Sciences by utilizing free electives. Students interested in completing a major in the College of Arts & Sciences should contact both the School of Management Associate Dean and the Department Chairperson.

Students may not take University Core or School of Management Courses on a Pass/Fail basis; the only courses that are acceptable for Pass/Fail are the Arts & Sciences free electives.

The University Core is customarily taken as shown, as is the School of Management core. However, you should arrange your courses in sequence according to your field of concentration in consultation with your faculty advisor.

Freshman Year

English	English
Mathematics*	Mathematics*
Natural Science	Natural Science
History	History
Pl 070 Phil. of Person I	Pl 070 Phil. of Person II

Sophomore Year

Ma 021 Financial Accounting	Ma 022 Managerial Accounting
Ec 131 Princ. of Economics–Micro	Ec 132 Princ. of Economics–Macro
A & S Elective**	A & S Elective**
Ec 151 Statistics	Mc 022 Computer Science
Theology	Theology

Junior Year

Arts & Sciences elective	Arts & Sciences elective
Mf 021 Basic Finance	Concentration
Mk 021 Basic Marketing	Elective
Mq 021 Management & Operations	Elective
Mj 021 Introduction to Law	Mb 021 Organizational Behavior

Senior Year

Concentration	Concentration
Concentration	Md 099 Admin. Strategy & Policy
Elective	Elective
Elective	Elective

With the exception of Md 099 Administrative Strategy & Policy, all management core courses must be completed by the end of the Junior year. As of September 1982, Seniors must have taken management core courses in the first three years. Accounting, statistics and economics should be taken by the end of the second year.

The prerequisite for individual courses must be followed:

Example—Financial Accounting Ma 021 before Managerial Accounting Ma 022; Ec 132 Principles of Economics-Macro, Ec 151 Statistics and Ma 022 Managerial Accounting before Management & Operations Mq 021.

*Mt 174–Mt 175—Calculus for Management Science

**Graduate before 1985 must take a Social Science course

Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- (a) a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business;
- (b) a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems;
- (c) a study of organization theory, interpersonal relationships, control and motivation systems, and communications;
- (d) a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions of business enterprise;
- (e) a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

Academic Regulations

Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of C- (1.5) as the satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning of the third year and twenty-nine courses by the beginning of the fourth year.

Failure to maintain this requirement will result in the student being placed on warning or probation, or being required to withdraw from the College.

Course Deficiency

A student who fails or withdraws from a course(s) or who takes less than the normal course load must make up the course(s) by attending summer school at Boston College or at another approved college. Credit for such a course will not be granted unless the consent of the Associate Dean has been previously obtained. Three deficiencies (i.e., grades of W or F) or more in one academic year will result in dismissal from the College.

Class Attendance

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those with excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the UNIVERSITY STUDENT GUIDE. Attendance in class for the other years is free and is left to the maturity and responsibility of the individual student; however, certain courses because of their special approach require attendance, e.g. Md 099—Administrative Strategy and Policy.

In cases of prolonged absence due to illness or injury, a student or a member of his or her family should communicate with the Dean of Students and the Associate Dean of the School of Management as soon as the prospect of prolonged or extended absences becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of the School as soon as the student's health and other circumstances permit.

Eligibility of Student Activities

A student who is not in good standing either through a low cumulative average or by incurring failures and/or withdrawals, or who has passed fewer than four courses in the preceding semester, is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports.

Normal Program

The normal program for freshmen, sophomores, and juniors is five courses each semester; for seniors four or five courses.

Acceleration

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the School of Management to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.0; they will be

considered for approval only for exceptional reasons. The University policies regarding accelerated programs, once approved, also require that any courses intended for acceleration must be taken at Boston College and must be authorized by the Associate Dean. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study. Any overload courses taken for credit will carry an extra tuition charge beginning September 1, 1981. A sixth course may be taken by students who have a cumulative average of B (3.0) and have the permission of the Associate Dean. Course credit will not be granted for students who do not have permission prior to registering for the course. Full time status for a student in any class requires enrollment in at least four courses each semester.

Leave of Absence

A student in good standing who desires to interrupt the normal progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar. A leave of absence will not normally be granted to students who expect to do full time academic work at another institution, and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Students who violate these standards are subject to disciplinary action by a professor, and may be subject to further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) referred by either students or faculty. After reviewing a case the Board makes a recommendation to the Associate Dean who can then take disciplinary action which may include suspension or expulsion.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332.

Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Programs

Management Honors Program

To be considered for admission to the Honors Program, a student must have a Dean's List average for Freshman year, exhibit an ability to work well with others and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more complete details regarding requirements and activities will be mailed on request.

Pre-Professional Studies for Law

Although there is no prescribed academic program which can be considered "pre-legal," the School of Management does provide an opportunity for the student to develop analytical powers and

a capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the School of Management offers an ideal opportunity to develop these qualities. In addition, the School of Management staff includes a highly-competent pre-legal advisory counseling group. Together, these provide an excellent preparation for the legally-oriented student.

Loyola Lectures

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The university, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Father Umberto Almazan, Dr. Tran Van Chuong, F. Lee Bailey, Ralph Nader, Jack Anderson, Senator Paul Tsongas, and Ambassador Andrew Young.

Senior Awards and Honors

The Reverend Thomas I. Gasson, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

The Patrick A. O'Connell Marketing Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Marketing.

The Patrick A. O'Connell Finance Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Finance.

The John B. Atkinson Award: Founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

The Reverend Charles W. Lyons, S.J. Award: A Gold Medal founded by Boston College for excellence in all courses studied in the major field of Accounting.

The Arthur Anderson Award: In Computer Science. Awarded to the student who, by the vote of the Department Faculty, has demonstrated outstanding achievement in the major field of Computer Science.

The James D. Sullivan, S.J. Award: A gift of the Student Senate of the School of Management is awarded to the senior, who, in the judgment of a faculty committee, is outstanding in character and achievement.

The Matthew J. Toomey Award: Is presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the School of Management Honors Program.

The Wall Street Journal Award: A Gold Medal and a year's subscription to the Wall Street Journal given to the senior, who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

The William I. Lee Accounting Award: An annual award given by the North Shore Region of the Greater Boston Association of Accountants to a high-ranking senior accounting major.

The Raymond J. Aherne Award: Given annually to the outstanding senior majoring in Finance. The nominees are voted upon by the seniors in the Academy and final selection is made by a student-appointed faculty interviewing committee. The award represents the recognition of one's own peers as being a leader in his or her field.

The James E. Shaw Memorial Award: This award is to a senior in the School of Management who has been accepted to a recognized Law School. This student demonstrates a strong personal interest in the welfare of fellow students. The recipient is selected by a faculty committee of the School of Management.

The Hutchinson Memorial Award: A plaque presented by the American Marketing Association, Boston Chapter, to the outstanding marketing student for academic and extra-curricular achievement.

Accounting

Faculty

Professor Arthur L. Glynn, M.B.A., Boston University; J.D., Boston College Law School; C.P.A., Massachusetts

Associate Professor Louis Corsini, B.S.B.A., M.B.A., Boston College Law School; Ph.D., Louisiana State University; C.P.A., Massachusetts

Associate Professor Christopher J. Flynn, A.B., Boston College; A.M., Boston University; L.L.B., Boston College

Associate Professor Ronald Pawliczek, B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Associate Professor Frederick J. Zappala, Chairman of the Department

B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Assistant Professor J. Stephen Collins, B.A., Boston College; M.S., Northeastern University; Ph.D., Boston College; C.P.A., Massachusetts

Assistant Professor William A. DeMalia, B.S.B.A., M.B.A., Boston College; C.P.A., Massachusetts

Assistant Professor Stanley J. Dmohowski, B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Assistant Professor James F. Waegelein, B.S., B.A., Boston College; M.S.B.A., University of Massachusetts; Ph.D., Pennsylvania State University; C.P.A. Colorado

Lecturer William J. Horne; B.A., A.M., Boston College

Lecturer Robert M. Turner, B.S., LeMoyne College, M.S., Syracuse University; M.B.A., Boston College

Lecturer John L. Zimka, B.A., A.M., New York University

Program Description

The curriculum for students who concentrate in Accounting is designed to provide them with a broad understanding of theory and the techniques of Accounting. The comprehensive training offered in Accounting is aimed at preparing students for positions in public accounting, and business or government, such as that of controller, internal auditor or budget director.

Courses Required for a Concentration

Junior Year

Ma 251	Intermediate Accounting I
Ma 252	Intermediate Accounting II
Ma 355	Cost Accounting

Senior Year

Ma 604	Financial Accounting Theory
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C.P.A. Recommendations

For those students who intend to practice as Certified Public Accountants, a special program should be followed to meet the requirements of the particular state statute covering C.P.A. Some states require a total of 120 credit hours even though degree requirements may be less for particular educational institutions. The recommended program is as follows:

Junior Year:

Ma 251	Intermediate Accounting I
Ma 252	Intermediate Accounting II

Ma 355 Cost Accounting

Senior Year:

Ma 361 Advanced Accounting I

Mj 151 C.P.A. Law

Ma 363 Tax Accounting

Ma 364 Auditing

Ma 604 Financial Accounting Theory

Ma 605 Computer Based Accounting Systems

Course Offerings

Ma 021 Financial Accounting Information Systems (F, S; 3, 3)

This course deals with the formal financial information processing system, the end products of which are the various financial statements presented to investors, creditors, and other parties. Accounting concepts, standards and procedures are studied from the standpoint of providing the tools for subsequent analysis of the financial statements. *The Department*

Ma 022 Managerial Accounting (F, S; 3)

This course stresses the usefulness of accounting data as it relates to the managerial decision-making process, within the broad objectives of planning, control and analysis. Among the multi-faceted areas of study are financial statement analysis, managerial accounting fundamentals including product costing and cost-volume-profit relationships, budgeting for both profit planning and capital outlays, and standard cost analysis. *The Department*

Ma 251 Intermediate Accounting I (F; 3)

Emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between various financial statements is constantly reaffirmed. Asset items of the balance sheet are treated comprehensively. *The Department*

Ma 252 Intermediate Accounting II (S; 3)

Emphasis is placed on liabilities, leases, pensions and stockholder's equity items. In addition the statement of change in financial position is also studied. *The Department*

Ma 355 Cost Accounting (F, S; 3)

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, standard costs, direct costing, marketing costs, costs in decision-making, capital budgeting and profit planning.

Stanley Dmohowski

Ma 361 Advanced Accounting (F; 3)

This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships. Mergers and pooling problems are stressed. Special problems in fund and budgetary accounting for government entities are covered. *The Department*

Ma 362 Advanced Topics (S; 3)

The purpose of this course is to present to the student a number of special problem areas not covered in other courses. Topics such as accounting for partnerships, not-for-profit organizations, foreign exchange and the activities of multi-national corporations are covered. In addition, special emphasis will be directed towards presenting the issues and challenges which the accounting profession is presently addressing. *The Department*

Ma 363 Tax Accounting (F, S; 3)

This course considers the Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise laws and state inheritance and excise tax laws. *William A. DeMalia*

Arthur L. Glynn

Ma 364 Auditing (F, S; 3)

This course presents both the theory and the procedure of auditing. The subjects covered include various types of audits, the preparation of working papers and reports, the relationship with the client and professional ethics. The materials used are practice

sets, problems and the actual books of business organizations that have ceased operations. The course offers an opportunity to become acquainted with various classes of enterprise and provides a test under conditions which correspond to those met in practice. The student receives individual instruction on assignments.

William A. DeMalia

James F. Waegelein

Ma 399 Research Seminar (F, S; 3)

Research is carried on under the guidance of members of the Accounting Department. The focus of the course is on investigations in the field of accounting and related subjects.

Ma 604 Financial Accounting Theory (S; 3)

This course will review generally accepted accounting principles currently in effect. This will include the Accounting Research Bulletins, the Opinions and Statements of the Accounting Principles Board and the Statements of the Financial Accounting Standards Board. The students will also do a comparative study of normative theories in order to comprehend the possible alternatives and the limitations of normative theories. The objectives of the course are twofold: first to prepare the student for the theory portion of the CPA examination, and second, to provide the student with a general frame of reference from which he can critically evaluate the codified body of generally accepted accounting principles.

Louis S. Corsini

Robert M. Turner

Frederick J. Zappala

Ma 605 Computer Based Accounting Systems (F, S; 3, 3)

The growing use of computer-based information systems presents a number of challenges to the auditor as well as to management and systems personnel. The computer also gives the auditor a strong opportunity to become a complete auditor. Now that the increasing importance of computer systems to the auditor and accounting in general has been recognized by both academicians and practitioners, the need for a course that is supported by comprehensive material on systems analysis and computer control and auditing has become imperative.

This course is concerned with systems analysis and computer audit and control, and covers those auditing techniques that are applicable to computer based information systems. The student is required to actually perform an EDP audit and system analysis in a business. In this course, the student applies computer audit techniques (with guidance) and produces an EDP Audit Review document which is presented to management. This course assumes a minimal knowledge of computers (basic computer science) and auditing or permission of instructor.

James F. Waegelein

Administrative Sciences

Faculty

Professor Walter H. Klein, B.S., M.B.A., Ph.D., University of Pittsburgh

Professor John E. Van Tassel, B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Associate Professor Mary L. Hatten, A.B., Rosary College; M.S., Ph.D., Purdue University

Associate Professor David C. Murphy, Chairman of the Department B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Associate Professor Joseph A. Raelin, A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Assistant Professor Robert M. Brown, A.B., Franklin & Marshall College; M.B.A., Northeastern University; Ph.D., Univ. of Wisconsin

Assistant Professor James F. Halpin, S.J., A.B., A.M., M.S., Boston College; S.T.L., Colegio de San Francisco de Borja: Barcelona; S.T.D., Gregorian University

Assistant Professor Thomas P. Vaughan, B.S., M.B.A., Wayne State University; Ph.D., University of Michigan

Assistant Professor Robert D. Wright, A.E.E., Northeastern University; M.S., Worcester Polytechnic Institute; M.Eng., M.B.A., D.B.A. (cand.) Boston University

Instructor R. Jeffery Ellis, B.S., University of Nottingham; M.S., Salford University; Ph.D. (cand.) Cranfield Institute of Technology

Program Description

The Administrative Sciences Department offers programs in Quantitative Analysis and Strategic Management. A concentration in Quantitative Analysis is offered at both the graduate and undergraduate levels in conjunction with the Computer Sciences Department. Interested students should refer to Management: Quantitative Analysis. A graduate concentration in Strategic Management is offered which includes, for those so inclined, an option in Public Management. Undergraduates interested in pursuing studies in Strategic Management may do so within the General Management concentration.

Course Offerings

Md 099 Administrative Strategy and Policy (F, S; 3)

Prerequisite: Successful completion of SOM professional core and senior standing.

This course focuses on the study of the administrative process as organizational guidance from a top-management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and administrative philosophies and ideologies. Considerable emphasis is placed on student participation through class discussion, and on the development of administrative skills.

The Department

Md 122 Managing Complex Organizations (F, S; 3)

Managing is deciding. This course utilizes decision making as the integrative, conceptual framework for an introductory study of management. The modern organization is viewed as a complex information-decision system in which decision making represents the focus of the manager's activity. Various historical approaches to management, such as the classical, behavioral, and quantitative, are explored and integrated within this framework. Careful attention is given to various modes for making different kinds of managerial decisions and the analytical, human, and conceptual skills needed to make these decisions. Ample opportunity is provided to apply the knowledge and develop the skills by way of case analysis, problem solving and decision making exercises, role playing, and individual and group projects.

Walter H. Klein

Md 160 Ethical Issues in Management (F, S; 3)

This course will deal with ethical theory within a management context. The subject matter and the format of the course are designed to 1) stimulate the moral imagination, 2) recognize moral issues, and 3) develop analytical skills and the ability to use them in the moral decision-making process. In keeping with these objectives, our approach will be part lecture and part discussion, with attention to both general theory and concrete cases. Areas to be covered comprise: the American business system, social value systems, individual and organizational behavior, conventional morality and ethical relativism, ethical theories, theories of economic justice, corporate responsibility, the limits of law, self-regulation and government regulation, institutionalizing social responsibility, ethics and the policy process.

James Halpin, S.J.

Md 299 Independent Study (F, S; 3)

Prerequisite: Senior standing, consent of department chairperson.

The student works under the direction of an individual professor.
By arrangement *The Department*

Md 390 Small Business Management Strategy (S; 3)

Prerequisite: Senior standing and satisfactory completion of the SOM professional core.

The purpose of this course is to provide a viable alternative for those students who are likely to enter small or new businesses rather than those of a large or established nature. It emphasizes a major consulting project (selected by the student from a varied group) for a small firm or organization (profit or non profit), which is done in small group teams working with the instructor. Class meetings are held in each of the major functional areas to transpose what has been learned in the functions to the needs of small business. Class discussions of team findings are held in the latter part of the course to help the teams prepare for their verbal and written reports to their respective clients.

Thomas W. Dunn

Md 608 Management of Health Care (S; 3)

This course introduces the student to a variety of management issues in the health care delivery area, by allowing the student to grapple with some real problem situations. The case method is used in combination with discussions to give the student this exposure. The areas covered can be divided into two broad categories: health care system design issues and health care system operating control issues. Design issues include: need identification, financing systems, cost, quantity, accessibility (volume) goal specification, capacity decisions, service or program design and organization structure. Operating control issues include: resource allocation (budgetary) systems, quality control systems, cost control systems.

Thomas Vaughan

Business Law

Faculty

Professor William B. Hickey, A.B., J.D., Boston College; M.Ed., Boston State Teachers College; LL.M., Boston University Law School

Professor Frank J. Parker, B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Professor David P. Twomey, B.S., J.D., Boston College; M.B.A., University of Massachusetts

Associate Professor Vincent A. Harrington, A.B., M.B.A., Harvard University; J.D., Boston College

Associate Professor Alfred E. Sutherland, Chairman of the Department
B.S., A.M., J.D., Boston College

Course Offerings

Mj 021 Law I—Introduction to Law and Legal Process (F, S; 3)

This course is an introduction to law, legal institutions and the legal environment of business. The United States Constitution, the federal and state court systems, statutes and regulations of administrative agencies are carefully studied. The course includes an examination of the substantive law of contracts.

The Department

Mj 022 Law II—Business Law (S; 3)

The course examines the Uniform Commercial Code with respect to the law of sales, commercial paper, creditors rights and secured transactions. Partnerships, corporations, bankruptcy, real property, wills, trusts, estates, personal property, bailments and agency are included.

Recommended for Accounting students. Required for those taking the C.P.A. Examination in New York.

Matthew Kameron

Edward Ryan

David P. Twomey

Mj 147 Constitutional Law (F, S; 3)

A study of the United States Constitution, the nature of the Court, the history of the Court, the members of the Court, and the role of the Court in shaping social, economic and political policy.

William B. Hickey

Mj 148 International Law (F, S; 3)

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international organizations including the United Nations and the European Economic Community, and the rights and duties of diplomatic and consular officials.

Alfred E. Sutherland

Mj 152 Labor Law (F, S; 3)

Introductory considerations pertaining to organized labor in our society. Examination of the processes for establishing collective bargaining, including representation and bargaining status under the National Labor Relations Act. Class discussion of the "leading" cases relevant to the legal controls which are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Students are required to submit a research paper on a current Labor Law topic.

David P. Twomey

Mj 154 Insurance (F, S; 3)

This course is designed to indicate how insurance is used in modern business and in one's personal life to meet the economic demands made upon the thinking man in our society. One-third of the course deals with life insurance, one-third in property insurance and one-third in liability insurance. It is taught from the point of view of a potential buyer who is trying to solve a given problem, and who realizes that the answer may lie in insurance, mutual funds, etc.

Vincent A. Harrington

Edward Ryan

Mj 156 Real Estate (F, S; 3)

This course is designed to show the student the opportunities in real estate as an investment, to show how a potential investor should buy, hold and sell real estate and other property. Tax aspects and legal aspects are stressed as well as the "how-to-do-it" approach. It is compared and contrasted with other investments such as mutual funds, dollar-averaging, etc.

Vincent A. Harrington

Richard J. Monahan

Frank J. Parker, S.J.

Mj 161 Corporate and S.E.C. Law (F, S; 3)

The course examines the role of the corporation in modern society and the factors affecting choice of the form of business organization including corporations, partnerships and trusts, corporate governance and the fiduciary obligations of directors and officers. The developing body of federal securities law is explored, including analysis and evaluation of the Securities and Exchange Commission and its regulations. The professional and legal responsibilities of accountants, particularly with regard to financial and registration statements are critically examined.

Alfred E. Sutherland

Mj 625 Law and Policy in International Trade (F; 3)

The course considers the legal and economic aspects of various international organizations including the World Bank, the International Monetary Fund and the General Agreement on Tariffs and Trade (GATT). The greatly expanded role of the Office of the United States Trade Representative, which under the recently enacted Multilateral Trade Act is charged with the responsibility for coordinating trade policy among all governmental departments and agencies, will be examined closely. United States constitutional and administrative law aspects relating to regulation

of trade will be analyzed in the economic and political setting of the world community.

Alfred E. Sutherland

Mj 631 African Business Environment (F; 3)

Area of survey of political, economic, physical, legal, cultural, and religious influences which affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

Frank J. Parker, S.J.

Computer Science

Faculty

Professor Richard B. Maffei, B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

Associate Professor James Gips, Chairman of the Department S.B., M.I.T.; M.S., Ph.D., Stanford University

Associate Professor Peter Kugel, A.B., Colgate University; Ph.D., Harvard University

Associate Professor C. Peter Olivieri, B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Associate Professor Michael W. Rubin, B.S., M.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Assistant Professor Michael R. Dunlavey, B.S., M.S., Massachusetts Institute of Technology; Ph.D., Georgia Institute of Technology

Assistant Professor William T. Griffith, B.S., St. Joseph's College; A.M., Ph.D., Boston College

Instructor Ruth Palaszewski, A.B., Hofstra University; A.M., Ph.D. (cand.), New York University

Program Description

The Computer Science curriculum is designed to provide interested students with an opportunity to advance their knowledge, understanding and skills in a rapidly advancing discipline. In recent years the computer and its associated technology has found its way into many realms of human endeavor and has even begun to shape those endeavors. The computer's seeming omnipresence makes it worthy of study, but equally important is the observation that computer processes are, in great measure, fundamentally new. The unique potential of computer techniques has created a social need for computer applications, systems and services. In addition, complex decision problems in a variety of organizational settings lend themselves nicely to quantitative methods rendered practical through the power of information processing technology.

The Computer Science Department at Boston College has three principal functions. First, it provides introductory computer science courses to all segments of the university with special attention given to the School of Management Core Curriculum. Second, it provides advanced courses in Computer Science to those students interested either in entering the computer field upon graduation or in pursuing advanced degrees in Computer Science. Third, in association with the Administrative Sciences Department it provides courses in Quantitative Analysis.

A major in Computer Science is offered jointly with the Mathematics Department through the College of Arts and Sciences. A description of the major appears in the Arts and Sciences section of this Bulletin. Students in the College of Arts and Sciences also have the option of taking the courses required for a concentration in Computer Science and having a notation to that effect appear on their transcript. Interested students should see the Chairman of the Computer Science Department.

Courses Required for a Concentration

- Mc 350 Structured Programming
- Mc 365 Systems Analysis
- Mc 400 Business Systems

Mc 452 Computer Organization and Assembly Language

The student may take these courses at any time if individual prerequisites have been fulfilled. Students are encouraged to distribute their courses in this area so that each semester might provide for a sampling of other areas in the University. As Mc 350 Structured Programming is a prerequisite for most other courses, it should generally be taken no later than the first semester of the Junior Year. Those students desiring preparation in greater depth, as might be required if further graduate training is anticipated or if programming is a definite career choice, should plan on taking at least two further electives in the area.

Elective Offerings

- Mc 404 Machines and Languages
- Mc 406 Data Structures
- Mc 455 LISP
- Mc 456 Artificial Intelligence
- Mc 460 Compilers
- Mc 470 Operating Systems
- Mc 480 Topics in Computer Science

Related courses are also offered in Accounting (Ma 605), in Quantitative Analysis (for example, Mq 250, Mq 604, Mq 605, Mq 606), and in the Mathematics Department (Mt 460, Mt 461, Mt 462, Mt 463).

Course Offerings**Mc 022 Introduction to Computer Science (F, S; 3)**

How can we use the computer to solve problems? What types of problems are amenable to a computer solution? This course is an introduction to the structure, concepts, and use of computers. The student will learn how to program in the BASIC language. Emphasis will be placed on learning what a computer can and ought to do and on how to make effective use of the computer. There are no prerequisites. Students with prior programming experience should enroll in Mc 350. *The Department*

Mc 299 Independent Study (F, S; 3)

The student works with an individual professor on a mutually agreed upon topic. An oral and written presentation is required. By arrangement *The Department*

Mc 350 Structured Programming (F, S; 3)

Prerequisite: Mc 022 or some programming experience
The main purpose of this course is to develop a systematic, well-disciplined approach to computer programming. Students will also learn how to use the PASCAL language. *The Department*

Mc 365 Systems Analysis (F, S; 3)

Prerequisite: Some facility and experience with at least one computer language.

This course teaches the student how to analyze the structure and flow of information in organizations like businesses and hospitals as well as how the computer itself as a system structures and processes information on the instruction and circuit level. Accessing methods and disk processing will be presented.

*Peter Olivieri
William Griffith
Ruth Palaszewski*

Mc 400 Business Systems (F, S; 3)

Prerequisite: Mc 350 or permission of the instructor.
This course will cover the concepts of selecting storage media (such as tape or disk files) and the structure, design and organization of files. The course material will include sequential, direct, and indexed sequential file organization. COBOL (Common Business Oriented Language) is the most widely used programming language in the business community. This course offers the student the opportunity to become proficient in this language.

*Peter Kugel
Peter Olivieri
Ruth Palaszewski*

Mc 404 Machines and Languages (S; 3)

Prerequisite: Mc 022 or equivalent.
This course is an introduction to the theory of computation and

its application to the design of computers and computer languages.

The theory of computation studies the scope and limits of the computing process. This course will deal with some of the things that computers can and cannot do from a strictly theoretical point of view. It will focus on the kinds of languages computers can and cannot understand. The aim of the course is to enable the student to understand the theoretical limits of computers and enough about the structures that have been developed by theorists so that he or she can deal with some of the basic issues in the design of computers and computer languages.

*James Gips
Peter Kugel*

Mc 406 Data Structures (F; 3)

Prerequisite: Mc 350 or equivalent

This course provides the necessary framework for more effective and efficient usage of modern storage structures by concentrating on the logical design of such structures and not on any particular physical implementation of such structures. The course begins with a consideration of the basic static storage structures which are commonly implemented in algebraic programming languages. Next we consider structures which have limited potential for change on their periphery (i.e., stacks, queues and deques). This is followed by a more extended treatment of dynamic structures (i.e., trees, graphs and linked lists). The final part of the course involves consideration of what might be termed applications: sorting, strings, data searching, file structures, storage allocations, garbage collections and data management. *Michael Dunlavey*

Peter Kugel

Mc 452 Computer Organization and Assembly Language (F, S; 3)

Prerequisite: Mc 350 or equivalent

In order to make effective use of the computer, it is important to understand its basic organization and structure and how it actually follows instructions. This course is designed to introduce the student to basic computer programming. A particular computer and assembly language will be used extensively to illustrate the concepts being taught and to give the student ample assembly language programming experience. Various computers with different types of organization and instructions will be compared. Additionally, the functions and characteristics of important kinds of systems software will be described.

*James Gips
Michael McFarland, S.J.*

Mc 455 LISP (F; 3)

Prerequisite: Mc 452

LISP is a high level language that is used extensively in Artificial Intelligence and natural language understanding programs. The language is based on recursive functions. The student will gain an understanding of the language and some of its applications.

Michael Dunlavey

Mc 456 Artificial Intelligence (S; 3)

Prerequisite: Mc455

The field of Artificial Intelligence is concerned with programming computers to do things that require intelligence when done by people. The student will learn about programs that hold conversations in English, play chess, solve problems, and about recent efforts to construct computer-controlled robots. Emphasis will be placed on the programming techniques underlying these systems and on the question of whether or not there are limits on the intellectual capabilities that can be programmed into a computer.

The Department

Mc 460 Compilers (F; 3)

Prerequisite: Mc 350 and Mc 452

Compilers are computer programs that analyze programs written in high-level languages (e.g., PASCAL, COBOL, BASIC) and translate them into lower-level forms amenable to execution by computer hardware. This course has three main objectives: (1) to teach students how to write compilers, (2) to teach students how to write large programs (a compiler being a good example of a large program with many parts), and (3) to teach students what is involved in the design of computer languages so that they may more readily learn (or design) new ones.

*Michael Dunlavey
James Gips
Peter Kugel*

Mc 470 Operating Systems (S; 3)

Prerequisite: Mc 350 and Mc 452

A vital part of every computer is the operating system. The operating system is a large program that, among other tasks, controls access to the computer, determines who gets service next, stores and retrieves files, and allocates resources such as primary memory, disk space, and input-output equipment. This course is an introduction to the design and implementation of operating systems.

Michael Dunlavey
William Griffith

Mc 480 Topics in Computer Science (F, S; 3)

Prerequisites: Mc 350

An in-depth treatment of some area of Computer Science not covered by the regular curriculum. A different topic will be offered each term: check with department for details.

Topics will be drawn from faculty research areas, current developments in the field, and student interests. Possible subjects include: programming languages (theory, design, comparative study, or history); structure and management of large programming projects; data base management systems; microcomputers; advanced topics in computer organization; graphics; natural language processing; programming with symbolic expressions.

This course may be taken up to two times for credit.

May be offered either term.

The Department

Mc. 670 (Pl 670) (Sc 670) Technology and Culture (F; 3) or (S; 3)

This course examines the philosophical, psychological, social, legal and economic sources, impact and direction of modern technology. Attention will focus upon the effects on the individual, society in general and on organizations. The student should expect to raise and analyze significant issues in these areas. A person taking this course should have at least an elementary understanding of some aspect of applied modern technology (e.g. computers, mass communications, etc.), and an interest in where society is and is going in virtue of this burgeoning technology.

William Griffith

Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. Required courses in micro theory and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, economic development, international trade and finance, labor, economic history, consumer economics, capital theory, econometrics, industrial organization, Soviet economics, comparative systems, political economics, and public finance. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro are offered both semesters and may be taken in either order.

Course descriptions for Economics can be found in the Arts and Sciences section of this Bulletin.

Junior Year

First Semester

Microeconomic Theory 201 or 203

Second Semester

Macroeconomic Theory 202 or 204

Senior Year

First Semester

Economics Elective

Second Semester

Economics Elective

Finance

Faculty

Professor Walter T. Greaney, Jr., Chairman of the Department
A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard University

Professor Mya Maung, A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Professor Jerry A. Viscione, B.S., Boston College; M.B.A., A.M., Ph.D., Boston University

Associate Professor George A. Aragon, A.B., University of California at Los Angeles; D.B.A., Harvard University

Associate Professor John G. Preston, B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Associate Professor Hassan Tehranian, B.S., Iranian Institute of Advanced Accounting; B.M.A., Ph.D., University of Alabama

Assistant Professor Gail Y. Chu, B.S., University of Pennsylvania; M.B.A., University of California; Ph.D., University of Washington

Assistant Professor Ruben C. Trevino, B.S., M.A., Instituto Tecnológico de Monterrey; M.S., Georgia Institute of Technology; Ph.D., University of Alabama

Lecturer Matthew L. Herz, B.S., Tufts University; M.B.A., Boston College; Ph.D., University of Rhode Island

Lecturer Lawrence H. Marino, B.S., Boston College; M.B.A., Boston University

Lecturer Paul Slaggert, B.B.A., University of Notre Dame; M.B.A., Boston College

Program Description

Financial management involves efficiently managing the flow of funds within an economic entity. Such flows include the raising or sourcing of funds and the allocating or investing of funds on both a short-term and a long-term basis. The manager must be aware of decision-making tools and techniques that may be used given the resources and constraints of the entity involved, and also of the general economic environment in which it must operate. Financial management thus has wide application, as all economic entities—households, private business firms, non-profit institutions, and government agencies—must deal with continual funds flows. The management problems associated with each of these sectors define areas of finance that are popularly known as personal financial management, corporate financial management, not-for-profit financial management, and government or public finance.

The course offerings of the Finance Department are designed to prepare students for the financial management role in any of these sectors. Because of the School of Management's traditional orientation towards large private firms, corporate financial management is emphasized in the program designed for concentrators, but the tools, techniques, and analytical processes taught are applicable to all sectors.

The decision-making process within the firm is covered in courses on corporate financial analysis, management and policy, portfolio analysis, tax factors, and other courses focussing on financial management in specialized sectors, such as government, education, or multinational firms. The financial environment in which the manager must operate is covered in courses on financial institutions, financial instruments, and money and capital markets. A balance of both types of courses is required for a concentrator in the area. In all courses, students are expected to develop and apply the analytical skills involved in identifying problems, proposing and evaluating alternative solutions, and ultimately making a management decision.

Career opportunities in finance are varied, ranging from line management functions to advisory staff positions, and cutting across all industrial groups. Although any industrial classification scheme is somewhat arbitrary, it may be useful to identify

four general sectors in which the typical financial manager may find himself/herself.

- *Financial Institutions*, which predominantly include commercial banks, but also savings banks and credit unions, and the wide variety of non-bank financial intermediaries such as insurance companies, pension funds, investment banks, and brokerage houses.
- *Private Manufacturing Firms*, which run the gamut from small to large, and from standardized products to high-technology systems.
- *Private Service Firms*, which include areas directly related to the finance function itself, such as public accounting and financial consulting, as well as areas which incorporate finance as a necessary function of their operations, such as retailing, tourism, or entertainment.
- *Not-for-Profit or Government Firms/Agencies*, which primarily include entities providing services in health care, education, social services, and the arts.

While all areas share a broad common denominator in terms of the skills, tasks, and functions involved in the management role, students are encouraged to talk to people active in any specific areas of interest in order to gain an insight into the unique opportunities or challenges of any given field. The Finance Department attempts to facilitate such a student-professional interchange through an alumni advisement system which supplements normal faculty advisement.

The Undergraduate Concentration in Finance

The undergraduate finance concentrator is required to take a minimum of four finance courses beyond the basic finance core requirement.

1. Financial Analysis and Management—Mf 127
(prerequisite Mf 021—Basic Finance)
2. Financial Policy—Mf 225
(prerequisite Mf 127—Financial Analysis and Management)
3. Markets, Instruments and Institutions—select one of the following three courses:
 Money and Capital Markets—Mf 132
 Investments—Mf 151
 Management of Commercial Banks and Other Financial Institutions—Mf 159
 All with prerequisites of Mf 021—Basic Finance.
4. Any one other elective offered by the Finance Department; includes those courses not selected to meet the “Markets, Instruments and Institutions” requirement above, and:
 Portfolio Analysis and Management—Mf 152
 (recommended prerequisite Mf 151—Investments)
 Financial Management of Governments and Other Related Public and Private Institutions—Mf 165
 Tax Factors in Business Decisions—Mf 167
 Finance Seminar—Mf 205
 (prerequisites of Mf 127—Financial Analysis and Management, “Markets, Instruments, and Institutions” requirement, and permission of the instructor.)
 Financial Management of Multinational Corporations—Mf 230
 Individual Directed Study—Mf 299
 (prerequisites of Senior status, and permission of supervising faculty member and Department Chairperson)
 All with prerequisites of Mf 021—Basic Finance, and additional prerequisites as indicated.

For scheduling purposes, these requirements and their associated prerequisites necessitate the following courses to be taken in sequential order.

Basic Finance—Mf.021 (CORE)
 Financial Analysis and Management—Mf 127
 Financial Policy—Mf 225

The remaining requirements and any additional electives may be taken at any time after the successful completion of Basic Finance—Mf 021 (noting the special prerequisites associated with

Portfolio Analysis and Management—Mf 152, Finance Seminar—Mf 205, and Individual Directed Study—Mf 299).

Course Offerings

Mf 021 Basic Finance (F, S; 3)

Prerequisite: Ma 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis and working capital management. Financial markets and institutions covers the role of financial intermediaries and instruments as they function in a complex economic system. The teaching method will be a combination of lectures, problems, and case discussions.

Gail Chu
 Bob Foley
 Larry Marino
 Mya Maung
 John G. Preston
 Ruben Trevino

Mf 127 Financial Analysis and Management (F, S; 3)

Prerequisite: Mf 021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing and long term finance. The teaching method will be a combination of lectures, problems and cases.

Hassan Tehranian

Mf 132 Money and Capital Markets (S; 3)

Prerequisite: Mf 021

This course is designed to teach the students the nature, roles and functions of financial markets and other institutions in the context of funds flows. It deals with the process of funds transfers (financial intermediation) of various financial institutions historically and analytically.

Mya Maung

Mf 151 Investments (F, S; 3)

Prerequisite: Mf 021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analyzing of various investment media receive primary attention. Subsidiary topics include setting investment objectives, sources of investment information, and portfolio theory. Each student is responsible for a written analysis of the securities of a major company.

To be announced

Mf 152 Portfolio Analysis and Management (S; 3)

Prerequisites: Mf 021; (Investments is strongly recommended) Mf 151

This course acquaints the student with the conceptual and technical foundations of modern investment analysis. The principal emphasis of the course will be the application of these analytical tools to the management and evaluation of investment activity in a wide variety of settings, including portfolios of financial institutions, personal investment choices of individuals and asset selection by non-financial corporations. Use of the computer and case method may be required.

Ruben Trevino

Mf 159 Management of Commercial Banks and Other Financial Institutions (F, S; 3)

Prerequisite: Mf 021

This course is intended to provide the student with an introduction to and a perception of the management of banks and other key financial institutions. The factors that influence the management of these institutions will be examined. Flow of Funds statements and the effects of interest rate changes will be studied. Specific topics that are covered are the management of bank reserves, and the cash position and portfolio and loan management for the several types of financial firms such as Commercial Banks, Savings Banks, Insurance Companies, Pension Funds, Mutual Funds, Credit Unions and Investment Banks.

Walter T. Greaney
 Mya Maung

Mf 167 Tax Factors in Business Decisions (S; 3)

Prerequisite: Mf 021

This course examines the impact of the federal, state and local tax structures on the making of business decisions. Corporations, Partnerships, Sole Proprietorships and other business forms are looked at in detail. Specific topics that are covered are income taxes, capital gains and losses, contributions, capital structures, dividend policy, distributions of property, reorganizations, estate and gift taxes, and tax planning. The teaching method will be a combination of lectures, problems, and case discussions.

Walter T. Greaney

Mf 225 Financial Policy (F, S; 3)

Prerequisite: Mf 127

The initial phase (approximately first 40%) of this course extends Mf 127's treatment of a firm's investment, financing, and dividend decisions. Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. Although some cases may be employed during this segment, emphasis will be on lectures, readings, and problems. The second phase will deal almost exclusively with cases designed to provide an opportunity to: (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; (5) show the relationship between finance and other management functions.

Jerry A. Viscione

Mf 230 Financial Management of Multinational Corporations

(S; 3)

Prerequisite: Mf 021

This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics such as sources and uses of funds, working capital management, and capital budgeting are all discussed in light of such multinational complexities as foreign exchange risk, multiple legal and political jurisdictions, and differential government and environmental constraints. The financial instruments of trade are also studied. Lecture, class discussion, problems, and cases will be employed.

Gail Y. Chu

Mf 299 Individual Directed Study (F, S; 3)

Prerequisites: Permission of the faculty member and the Department Chairperson to a student of Senior status in the school of Management.

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-discipline in previous studies. It is expected that the student will present the results of research to a faculty group of the Department towards the end of the semester. The permission of the Department Chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

The Department

General Management

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one. Within this broad framework the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.

Students might decide to choose to concentrate in this area for either of the following reasons:

- 1. A desire to pursue a cross-disciplinary approach to Management.

- 2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter generally included in M.B.A. core courses.

For additional information or assistance, contact the General Management Coordinator through the office of the undergraduate dean.

Courses Required for a Concentration

- Track A. Choose two areas. Within each area there is one required course and the option for one elective.

OR

Track B. Choose the required course from each of four areas:

Required Course		Electives	
		Accounting	
Ma 251	Intermediate Accounting	None	
Ma 252	Intermediate Accounting		
		Computer Science	
Mc 350	Structured Programming	Mc 365	Systems Analysis
		Mc 400	Business Systems
		Mc 452	Computer Organization
		Finance	
Mf 127	Financial Analysis and Management	Mf 132	Money and Capital Markets
		Mf 151	Investments
		Mf 159	Management of Commercial Banks and Other Financial Institutions
		Mf 167	Tax Factors in Business Decisions
		Mf 225	Financial Policy
		Mf 230	Financial Management of Multinational Corporations
		Marketing	
Mk 253	Basic Marketing Research	Mk 152	Consumer Behavior
	or	Mk 154	Communication and Promotion
Mk 256	Applied Marketing Management	Mk 155	Sales Management
		Mk 158	Product Planning and Strategy
Organization Studies/Human Resources Management			
Mb 110	Human Resources Management	Mb 116	Industrial Relations
		Mb 119	Interpersonal Communication in Organization
		Mb 120	Employment Policy
		Mb 123	Management of Conflict and Power
		Mb 127	Leadership
		Mb 135	Career and Human Resources Planning
		Mb 247	Design of Work and Organization
		Mb 248	Evolution of Work
		Mb 313	Personnel & Organizational Research
		Mb 364	Collective Bargaining
		Mb 601	Comparative Industrial Relations
		Mb 603	Human Consequences of Managerial Control Systems

Operations Analysis*

Mq 250	Decision Analysis	Mq 370	Operations Analysis
		Mq 375	Systems Management
		Mq 608	Cases in Management Science

Strategic Management*

Md 160	Ethical Issues in Management	Md 122	Managing Complex Organizations
Md 390	Small Business Management Strategy		

Quantitative Analysis*

Mq 250	Decision Analysis	Mq 384	Applied Statistics
		Mq 604	Operations Research
		Mq 605	Simulation Methods

* Students considering these options should discuss particular course selections with appropriate department faculty.

Honors Program

Course Offerings

Mh 125 Communications and Conference Management (F; 3)
Prerequisites: Open to School of Management Honors Program sophomores, or by permission of the Director.
This course acquaints the student with public speaking and the operation of meetings. It includes the preparation of speeches to be presented in front of small groups. Closed circuit television is utilized so that each student obtains audience criticism as well as immediate feedback on performance in front of groups. In the conference management section, the student is expected to obtain a basic knowledge of task division, committee assignments and agenda setting.
Daniel McCue

Mh 128 Management Writing Skills (S; 3)
An advanced course in written communication for students who have already mastered the basic skills. The course aims to develop clarity, brevity, and vigor in expression through the writing and editing of letters, memoranda, and reports. Modern examples and practical application will be stressed.

Mh 199 Thesis (F, S; 3)
Open to School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors thesis consists of a project normally done under the direction of a faculty member from the department in which the student has an area of concentration. In general it follows the format of a thesis for which data are collected, analyzed and a substantive report is written. The topic and format of the project are mutually agreed upon by the student, advisor and the Director of the Honors Program.
By arrangement

Marketing

Faculty

Professor Joseph D. O'Brien, A.B., College of the Holy Cross; M.B.A., University of Pennsylvania; Ph.D., Saint Louis University
Associate Professor Joseph Gartner, B.S., University of Connecticut; M.S., University of New Hampshire; Ph.D., Iowa State University
Associate Professor John T. Hasenjaeger, B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University
Associate Professor Robert D. Hisrich, A.B., DePauw University; M.B.A., Ph.D., University of Cincinnati

Associate Professor Raymond F. Keyes, A.B., Colby College; M.B.A., Boston College
Associate Professor Richard P. Nielsen, B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University
Associate Professor Michael P. Peters, Chairman of the Department B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts
Assistant Professor Nora M. Ganim Barnes, A.B., Rhode Island College; A.M., University of Rhode Island; Ph.D., University of Connecticut
Assistant Professor Cynthia F. Frey, B.B.A., Western Michigan University; M.B.A., Ph.D. University of Michigan
Instructor Frank J. Franzak, B.B., Virginia Polytechnic Institute & State University; M.B.A., University of Maryland
Lecturer Eugene Bronstein, A.B., Dartmouth College; M.B.A., Harvard University

Program Description

Marketing is a system of business activities designed to plan, price, promote and distribute want-satisfying goods and services to present and potential household consumers or industrial users. Today most nations, regardless of their stage of economic development or their widely different political philosophies, are recognizing the importance of marketing. However, even though it has world wide applications, marketing has been developed to its highest level in the United States. Increased competition, complex government regulations, scarcity of resources, rising costs and inflation will provide significant challenges in the future for marketing managers. As management faces these challenges, the need for broadening and expanding marketing practices to non-profit organizations, hospitals, government agencies, and other industries will be necessitated. Typical career tracks in marketing are product management, sales, market research, retail management, channel management, advertising and promotion, and international marketing. These career paths encompass a wide range of industries as well as non-profit and government organizations. The approach used to study marketing is analytical and experimental. Special projects, case studies, lectures and guest speakers are interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's Marketing Manager.

Courses Required for a Concentration

Mk 253	Basic Marketing Research
Mk 256	Applied Marketing Management

Both required courses should be taken in senior year. Two courses selected from remaining offerings:

Mk 028	International Business Management
Mk 111	Distribution Channels
Mk 112	Social Issues in Marketing
Mk 152	Consumer Behavior
Mk 153	Retailing
Mk 154	Communication and Promotion
Mk 155	Sales Management
Mk 157	Personal Selling
Mk 158	Product Planning and Strategy
Mk 160	Merchandise Management
Mk 205	Quantitative Marketing
Mk 299	Individual Study

Course Offerings

Mk 021 Basic Marketing (F, S; 3)
This course will present an overview of the full range of activities involved in marketing. Attention will be given to the appraisal and diagnosis, organization and planning, and action and control of all elements of marketing. Specifically, the functions of the

product and service mix, distribution mix, communication mix, and pricing mix will be considered.

Frank Franzak
Cynthia Frey
Joseph Gartner
John T. Hasenjaeger
Robert D. Hisrich
Raymond Keyes
Richard Nielsen
Joseph D. O'Brien
Michael Peters

Mk 028 International Business Management (F, S; 3)

Prerequisite: Mk 021

International Business Management is an in-depth analysis of the environment in which international business decisions are made. This is not a functionally oriented course that has its major emphasis in the analysis and solution of specific functional problems. Rather, a major focus of the course is to create sensitivity within the student to the problems and issues created because modern business is conducted in an international environment. A sensitivity to this field of knowledge is useful for students in almost all areas of specialization. One would be hard pressed to identify a major segment of our society that is not affected by the international transfer of men, resources, capital and knowledge. International Business Management calls upon a multiplicity of disciplines to create a broad understanding of the subject matter. Concepts from Economics, Political Science, Anthropology, Sociology and Management are integrated into the course.

Gail Chu

Mk 111 Distribution Channels (S; 3)

Prerequisite: Mk 021

This course is intended to look at the broad subject of distribution. It will view the field of distribution from the economic, functional, institutional and behavioral perspectives. The content here covers the traditional subjects of transportation, logistics, warehousing and system design, along with some of the contemporary issues such as behavioral dimensions, channel management and new methods of distribution. In presentation a balance is kept between theory, applications and analysis.

Mk 112 Social Issues in Marketing (S; 3)

Prerequisite: Mk 021

This course is directed to provide a balanced and well structured treatment of the social issues which face the field of marketing. The social goals and role of marketing are appraised, dealing both with the broad issues and with specific examples and applications. The systems approach to these decision areas is emphasized along with an interdisciplinary view on the application of marketing techniques, both in public agencies and nonprofit institutions. Classic issues such as social efficiency, fair competition, and consumer sovereignty are covered along with the more contemporary issues such as product safety, warranties and service, deceptive selling practices, consumerism, the ghetto consumer, truth in lending, misleading advertising and environment protection problems.

John T. Hasenjaeger

Mk 152 Consumer Behavior (F, S; 3)

Prerequisite: Mk 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes (2) group influences such as family, culture, social class and reference group behavior and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

Nora Ganim Barnes
Joseph Gartner
Michael Peters

Mk 153 Retailing (F, S; 3)

Prerequisite: Mk 021

This introductory course is intended for students exploring the possibility of retailing as a career choice. It is suitable as an elective for a School of Management student, whether a marketing major or not, and is equally applicable to a non-School of Management student who wishes to gain some insight into the nature,

scope and management of retailing. There are no prerequisite courses in marketing, accounting or economics. Concepts from these areas are integrated into the course at a non-technical level. The course covers basic topics in the history, structure and environment of retailing, merchandising, buying, control and accounting, pricing, promotion, organization, management, and retailing as a career. A text, lectures, outside speakers, possibly some programmed learning aids and case materials will provide the basic instructional materials.

Eugene Bronstein

Mk 154 Communication and Promotion (F, S; 3)

Prerequisite: Mk 021

This course deals with the communication function in marketing. It begins with an explanation of the nature of promotion, its role in the marketing mix, the environmental context in which it is carried out, and the behavioral concepts which shape promotional decisions. The second section of the course examines the effects of mass communication and personal communication in influencing attitudes, and the role of communication in the diffusion and adoption of innovations. The third section deals with concepts of market segmentation and the selection of appropriate recipients for promotional efforts. The final part of the course examines the tools of the promotional mix in terms of the conceptual frameworks previously developed. It covers messages, mass media, personal selling, and ancillary promotional materials. The course employs a text, additional readings, lectures, discussions and case material. While this course is primarily focused on the needs of marketing majors, it is suitable as an elective for any School of Management student, and for other students interested in communication and the persuasive process. The fundamental material is as applicable to the needs of non-profit institutions as it is to commercial enterprises.

Cynthia Frey
Frank Franzak

Mk 155 Sales Management (S; 3)

Prerequisite: Mk 021

Sales Management: the planning, direction, and control of selling activities, including the recruiting, selection, training, supervision, and compensation of the sales force, establishment of goals and measuring performance; coordinating sales activities with advertising and special forms of promotion and other departments of business; and providing aids for distributors.

Joseph D. O'Brien

Mk 157 Personal Selling (F; 3)

Prerequisite: Mk 021

This course is an introduction to the most significant promotional force of all—personal selling. Both principles and techniques of selling will be covered. Although no magic formulas, recipes, etc., will be provided, it will cover in some detail the programs and practices developed by successful salespersons. This course is suitable for students whose main interest is marketing, for those who train salespersons, and for those who look forward to selling careers with established firms or on their own.

Joseph D. O'Brien

Mk 158 Product Planning and Strategy (S; 3)

Prerequisite: Mk 021

With the growing concern over the success of new products an intense effort is being employed by marketers to establish more effective new product development and management strategies from the point of a new product's conception to its death after a successful life span. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of industries.

Robert Hisrich
Michael Peters

Mk 160 Merchandise Management (S; 3)

Prerequisites: Mk 021; Mk 153

This course examines the philosophy, concepts, and techniques underlying the planning and control of sales and inventories in retail stores. Pricing, inventory analysis and the planning and

control of sales and inventories in dollars and units will be discussed.
Eugene Bronstein

Mk 253 Basic Marketing Research (F, S; 3)

Prerequisite: Mk 021

This course covers the fundamentals of scientific investigation in solving marketing problems. Each step is outlined and carefully presented—from the initial planning and investigation to the final conclusion and recommendation phase. This procedure requires a working knowledge of both quantitative and qualitative analysis and seeks to equip students with the correct methodology for solving marketing problems. This course is for seniors only.

Nora Ganim Barnes
John T. Hasenjaeger

Mk 256 Applied Marketing Management (F, S; 3)

Prerequisite: Mk 021

In this course, students are exposed to realistic marketing problems and situations. Case studies and live examples provide the opportunity for marketing concepts and tools to be applied in practice. The point of view taken is that of a marketing manager responsible for planning, analysis, execution and control of a complete marketing program. Within this overall framework of marketing strategy, students are encouraged to apply the analytical approach to problem solving, as the basis for making sound decisions. This course is for seniors only.

Cynthia Frey
Raymond Keyes
Richard Nielsen

Mk 299 Individual Study (F, S; 3)

An individual study course offered by the department requiring permission of the Chairperson.

Organization Studies— Human Resources Management

Faculty

Associate Professor Jean M. Bartunek, R.S.C.J., A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago Circle

Associate Professor James L. Bowditch, Chairman of the Department
A.B., Yale University; A.M., Western Michigan University; Ph.D., Purdue University

Associate Professor Dalmar Fisher, B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Associate Professor John W. Lewis, III, Coordinator, General Management Concentration,
A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Assistant Professor Davis E. Dyer, B.A., M.A., Ph.D., Harvard University

Assistant Professor Judith Gordon, A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Lecturer Alan P. Thayer, B.S., U.S. Military Academy; M.B.A., Harvard University

Program Description

There is a growing need for knowledge and skills relating to the management of human resources within organizations in every sector of our society. The Human Resources Management curriculum has applications in organizations of any type: industrial, educational, government, health care, financial institutions, and the like. The program is designed to meet the needs of a variety of students, including: (a) those who wish to concentrate in Per-

sonnel or in Industrial Relations and ultimately assume career positions in these fields; (b) those who wish to become better managers through an increased awareness of personnel management systems, individual and interpersonal effectiveness, organizational improvement, and related organizational issues; and (c) those who wish to go on to graduate study in Human Resources, Industrial Relations, Law, Management, and related fields.

For those who wish to concentrate in Human Resources Management, there are two options, Personnel and Industrial Relations. In both cases, the concentration is completed by taking four courses beyond what is required in the School of Management common body of knowledge, which includes Mb 021 Introduction to Behavior in Organizations. Both options require Mb 110 Personnel Management as a first course in the concentration.

The Personnel Option

The Personnel Option addresses those human resources issues facing the organization regarding recruitment and selection of personnel, integrating employees into the organization, developing managerial and employee potential, and maintaining and improving the effectiveness of the work force. Such functions as staffing, training, job and organization design, management development, benefit programs, manpower forecasting and planning, and the diagnosis and remedy of organizational problems are covered. The Personnel Option prepares persons for entry level positions leading toward upper level positions in personnel administration, human relations, and organization development.

The Industrial Relations Option

The Industrial Relations Option stresses the human resource issues facing the organization which emerge from the wider society. The focus is on the study of the worker who belongs both to the labor force internal to the organization and to the labor force external to the organization. This collective view involves the study of current laws, regulations and institutions which shape the ways in which people interact with the organization; the study of how the internal market is structured and how workers organize to obtain more favorable terms of employment; and the processes by which workers move in and out of the labor market. This Option prepares persons for entry level positions such as manager of industrial relations and director of manpower planning.

Courses Required for a Concentration

- Mb 021 Organizational Behavior
(May be used to satisfy University Social Science Core except for students in the School of Management (required course))
- Mb 110 Human Resources Management
(Required for all concentrators in Human Resources Management) (All other courses require Mb 021 as prerequisite except Mb 119, Mb 124 and Mb 135)

Personnel Option

- Mb 313 Personnel and Organizational Research (new)
(Required for Personnel Option, usually after 1 or more electives)

Industrial Relations Option

- Mb 116 Industrial Relations
(Required for Industrial Relations Option)

Electives

- Mb 119 Interpersonal Communication in Organization
(May be used to satisfy University Social Science Core)
- Mb 120 Employment Policy**
- Mb 123 Management of Conflict and Power
- Mb 127 Leadership*
- Mb 135 Career and Human Resource Planning

- Mj 152 Labor Law**
 Mb 247 Design of Work and Organizations*
 Mb 248 The Evolution of Work*
 Ec 340 Labor Economics**
 Mb 364 Collective Bargaining**
 Mb 601 Comparative Industrial Relations
 (permission of instructor)
 Mb 603 Human Consequences of Managerial Control Systems
 (permission of instructor)
 Mb 644 Labor-Management Relations
 Notes: *Mb 119, Mb123, Mb 135, Mb 247, Mb 248 recom-
 mended for Personnel Option
 **Mb 120, Mj 152, Ec 340, Mb 364 recommended for
 Industrial Relations Option
 Mb 116 and Mb 313 may also be taken as electives.
 Either Mb 364 or Mb 664 may be taken for elective
 credit, but not both courses.

Course Offerings

Mb 021 Organizational Behavior (F, S; 3)

Organizations do not behave—people within them do. As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing ability to explain and influence such events. The course deals with a body of concepts which are applicable to institutions of any type. A central thrust of these concepts concerns the ways in which institutions can become more adaptive and change oriented. The course is designed to help the student understand and influence the human groups and organizations to which he or she currently belongs and with which he or she will become involved in a later career.

Selected in-class situational exercises, cases, readings, and organizational simulations are used to amplify the central concepts in the areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change.

The Department

Mb 110 Human Resources Management (F, S; 3)

This course surveys techniques of modern personnel management from the points of view of both the manager and Personnel Director. Topics covered include recruitment, selection, interviews, resume preparation, managerial evaluation and development, leadership and supervision, management-labor history and relations, wage and salary administration, fringe benefits and psychological testing. Pertinent laws dealing with labor discrimination, health and safety, pensions and working conditions will be covered. There are usually about 4 or 5 guest speakers on such topics as college recruitment, affirmative action, role of women executives, Social Security, organized labor, U.S. and state civil service career opportunities.

Judith R. Gordon

John W. Lewis III

Mb 116 Industrial Relations (F; 3)

This course provides an introduction to the key elements of the industrial relations system, the institutions, economic factors and public policy, and the ways in which they interact. The organization of the labor market within the firm, the industry, occupations and the economy is explained. Theories of labor market operation are examined with reference to employer policies, collective bargaining and relevant public policies. The implications of current issues, including affirmative action, inflation, productivity, unemployment and increasing international competition will be briefly reviewed, providing a basis for further exploration in elective courses.

Joseph A. Raelin

Mb 119 Interpersonal Communication in Organizations (F; 3)

Managerial action takes place in one-to-one and small group situations. This course will aim to increase students' personal and conceptual understanding of factors most relevant to managers in task-oriented communication settings. Topics will include interpersonal relationships, uses and mis-uses of language, group process diagnosis, nonverbal communication, and helping/counseling. Lectures, readings and case discussions will be combined

with in-class exercises where major learning material will be generated by participants themselves.

Dalmar Fisher

Mb 120 Employment Policy (S; 3)

This course is an introduction to the broad range of practical policy and theoretical issues in manpower policy viewed from all levels, from the labor force participation of the individual, particular groups, and the training policies of private and public institutions. The goal is to develop an analytical framework for evaluating all elements of the employment training system, in terms of their particular and inter-related purposes. Particular attention is paid to the relationship between employment training programs and affirmative action. The approach is interdisciplinary: while emphasizing economic analysis, the contributions of cultural anthropology and political analysis are also utilized.

The Department

Mb 123 The Management of Conflict and Power (F, S; 3)

This course provides students with an awareness of organizational conflict and power, especially as these processes arise during the course of decision-making. Topics discussed include the causes and processes of organizational conflict, methods of achieving power in organizations, machiavellianism, different power strategies and their effects, and coalition formation. The course focuses on strategies of ethical and effective conflict management and power distribution.

Jean Bartunek

Mb 127 Leadership (S; 3)

This course is designed to acquaint the undergraduate student with the role and work of first level supervisors and managers within varied organizational settings, viewed from the perspective of the incumbent in such roles. To augment in-class learning, each student will undertake a longitudinal study of a manager in action which he or she will arrange for individually. Contemporary theories and empirical research on the practice of leadership will be examined and their implications explored in various ways. In-depth case studies of recognized leaders will be examined in the light of theory and research findings.

Assessment of the student's own leadership and interpersonal styles will be made utilizing instruments of various kinds and the present and future implications explored. Situations will be created within the class to gauge the "feel" and impact of particular styles in action. Emphasis in this aspect of the course, and the rest as well, will be on behavioral strategies which lead toward either effective or ineffective leader performance.

John W. Lewis

Mb 135 Career and Human Resource Planning (F; 3)

This course provides an overview of career-life planning and career development issues within the broader, macro framework of manpower planning. It has two components. The first part is designed as a workshop experience to aid students in acquiring and perfecting career planning and job hunting skills. The course emphasizes four areas here: 1) self-assessment of needs, interests, abilities, skills, and experiences, 2) evaluation of the potential job market, 3) development of job hunting skills, and 4) assessment of other influences on career development. The second part of the course considers the issues of career and life planning, more from an organizational than from an individual perspective. The general framework of manpower planning is presented and specific techniques are introduced. Course material will be presented using a variety of methods; lecture, discussion, case analysis, and hands-on experience with career planning and manpower planning problems.

James Bowditch

Judith Gordon

Mb 247 The Design of Work and Organizations (F; 3)

Organizations have experienced significant changes in technology, environment, and personnel in the last decade. These changes have caused organizations to seek new ways of performing work tasks and of organizing their human resources. This course is designed to 1) consider various ways of organizing work tasks and the variables that influence such design, 2) describe various organizational structures and the contingencies influencing their effectiveness, and 3) discuss the role of human resource professionals in designing work and organizations. Course ma-

terial will be presented using a variety of methods: lecture, discussion, case analysis, and class problems. *Davis Dwer*

Mb 248 The Evolution of Work (S; 3)

This course will examine the evolution of work and its relationship to social and economic change from pre-industrial times to the present day. The course aims to show how the nature of work and occupational roles have changed over time and have varied across cultures. Its goal is to provide students with a sense of the ongoing evolution of the jobs and careers they will pursue. The course is divided into three parts considering the organization of traditional work, the transformation of work and management during the Industrial Revolution, and the nature of work in post-industrial society. Topics covered include patterns of rural and urban employment, the emergence of capitalist organization, industrialization, the rise of large-scale enterprise and organized labor, and emerging changes in the American workplace with comparisons to the experiences of other developed countries. *Davis Dyer*

Mb 299 Independent Study (F, S; 3)

Prerequisite: Senior standing, consent of department chairperson. The student works under the direction of an individual professor. By arrangement *The Department*

Mb 313 Personnel & Organizational Research (S; 3)

This course is designed to introduce the student to research methods appropriate for solving practical problems in human resource management and organization development, and for interpreting economic data derived from macroeconomic sources. Practice in conducting research in organizational settings will be provided.

*Jean Bartunek
James Bowditch*

Mb 364 Collective Bargaining (F; 3)

Collective Bargaining is not only a process but an institution. From the former perspective, it involves the negotiation between representatives of organized workers and their employer(s) to determine wages, hours, rules, and working conditions. Collective bargaining also refers, however, to an institutional structure dealing with the overall management of human resources in both private-sector and public-sector organizations.

This course is designed to provide students with an introduction to both the processes as well as the institutional framework of collective bargaining. *Joseph A. Raelin*

Mb 601 Comparative Industrial Relations (S; 3)

This course examines the industrial relations systems of selected European and Scandinavian countries with respect to the dominant characteristics of their collective bargaining institutions, the public policy framework and economic context within which they operate. Comparisons and contrasts with the United States focus on differences in the social, economic and political contexts and their significance for the organization and policies of American collective bargaining institutions. The approach combines historical, social and economic analysis in a brief review of the origins of the labor movement in each country with collective bargaining case studies, discussed in the context of the current industrial relations environment. *The Department*

Mb 603 Human Consequences of Managerial Control Systems (F, S; 3)

Appropriate management information and control systems are essential in smoothly functioning organizations. All such systems, whether computerized or manual, depend upon human beings for their input as well as later interpretation and use of their outputs. Careful analysis is required to discover ways in which human behavior is affected and in turn affects the operation of information and control systems. Accountants, management scientists, personnel executives and others who develop control systems, whatever their intended use, need to understand the interaction between these systems and human behavior. The impact of a particular system is strongly influenced by the way that managers use the information the system provides. The thrust of this course is on how management information and control

systems can be creatively designed and implemented in order to maximize both human and organizational effectiveness.

The Department

Mb 664 Labor-Management Relations (S; 3)

This course critically reviews and appraises the development and impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues. *The Department*

Quantitative Analysis

Program Description

Quantitative Analysis is offered jointly by the Administrative Sciences Department and the Computer Science Department. The focus of the program is on the application of quantitative methods to operations management: the planning, controlling and decision-making functions common to all productive organizations. By its very nature, this area serves as a linking pin to such functional areas as marketing finance, accounting, production, and human resources management. Indeed, the major approaches of quantitative analysis have been successfully applied to, and have been of considerable influence in the development of, these traditional managerial functions. For this reason, students concentrating in one of these functional areas will find a second concentration in Quantitative Analysis to be especially valuable.

The objectives of this program are:

1. To develop formal analytic skills in defining, analyzing, and solving complex managerial problems.
2. To gain appreciation for when and where to use the principal techniques of quantitative analysis, with the ability to apply them when the proper occasions arise.
3. To enhance understanding of operations analysis within organizations along with a knowledge of the interrelationships between the traditional managerial functions.
4. To provide understanding of systems management and the ability to apply systems thinking and approaches to managerial problems.

An undergraduate concentration requires four courses beyond the introductory course Mq 021 Management and Operations. To fulfill the program objectives, a course in applications (Mq 250) is required and a second applications course (Mq 370) is strongly recommended. To provide the necessary technical expertise, at least one course must be taken in the basic disciplines of simulation, statistics or operations research. The concentration can be rounded out with the elective offerings in the area or with additional work in the basic disciplines.

Required:

Mq 250 Decision Analysis

At least one of:

Mq 384 Applied Statistics

Mq 604 Operations Research

Mq 605 Simulation Methods

Strongly recommended:

Mq 370 Operations Analysis

Electives:

Mq 299 Independent Study

Mq 375 Systems Management

Mq 606 Forecasting Techniques

Mq 608 Cases in Management Science

Course Offerings

Mq 021 Management and Operations (F, S; 3)

Prerequisites: Ec 131, Ec 132, Ec 151, Ma 022, and Mc 022

This course serves as an introduction to general management and to operations management. The central focus is on the structure, behavior, and management of operating or productive systems. Operations management is what every organization does; it trans-

forms human, physical, and technical resources into goods or services. Hence, every organization has a need to manage resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and general management decisions, organizational strategies, and societal concerns about productivity, inflation, quality of life, and quality of working life. The integration centers on decisions regarding demand forecasting, cost, scheduling, productivity, quality, customer service and satisfaction, energy conservation, return on investment, pollution abatement, quality of working life, product reliability, and technology transfer.

The Department

Mq 250 Decision Analysis (F; 3)

Prerequisite: Mq 021

This course is designed for students who desire to concentrate in Operations Analysis and others who seek to supplement their chosen major with study in quantitative analysis. The course covers a broad range of topics and focuses on the application of decision models. Since this course is intended for students of various backgrounds and management interests, it draws decision problems from operations, finance, marketing, accounting, and personnel management. Decision Analysis is intended to improve the student's rigour in management decision making and to acquaint the student with the tools of the management scientist.

Robert M. Brown

Mq 299 Independent Study (F, S; 3)

The student works with an individual professor on a mutually agreed upon topic. An oral and written presentation is required. By arrangement

The Department

Mq 370 Operations Analysis (S; 3)

Prerequisite: Mq 021

This course applies analytical concepts to the management of operating systems, focusing on economic and strategic implications of major operating decisions facing managers. Drawing primarily on case studies, the course emphasizes the development of reasonable and viable courses of action based on thorough analyses of complex operating problems. Suggested alternatives are subjected to rigorous evaluation for the degree to which they are supported by available data, their practicality and their likely ease of implementation in the organization. Case situations include issues of production, marketing and financial decision-making and actions are based on information reported within the organization, particularly accounting data. The analytical techniques demonstrated in the case discussions are helpful for students who see their careers as operating managers within any functional area.

Mary Louise Hatten

Mq 375 Systems Management

Prerequisites: Mq 021 or equivalent

This course has as its central theme the application of the problem solving and decision-making process to the operating system of any organization. The systems approach relates both principles of analysis and principles of synthesis to the management activ-

ities of planning and control. A generalized input-process-output model of a system is used to integrate the analytic tools available to the operations manager. Thus the use of modern theory and methodology provides the student with the ability to adjust to the specific processing system of any industry or activity, and with the skill to manage the details of any applied technology.

John E. Van Tassel

Mq 384 Applied Statistics

An introduction to the theory and use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite; an acquaintance with linear algebra and the ability to use a computer are desirable.

The Department

Mq 604 Operations Research

Presents the concepts and techniques of linear optimization including linear, integer and dynamic programming. Essentially the course deals with the optimization of linear functions subject to linear constraints with special attention given to formulation and post-optimality analysis. Some mathematical fluency is necessary and the ability to use a computer is very helpful.

Peter Olivieri

Michael Rubin

Mq 605 Simulation Methods (F; 3) or (S; 3)

An introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for simulation modelling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

Peter Olivieri

Mq 606 Forecasting Techniques

Prerequisites: Previous exposure to statistics and an ability to use computing facilities.

The planning process is dependent on both forecasting ability and logical decision making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases.

The Department

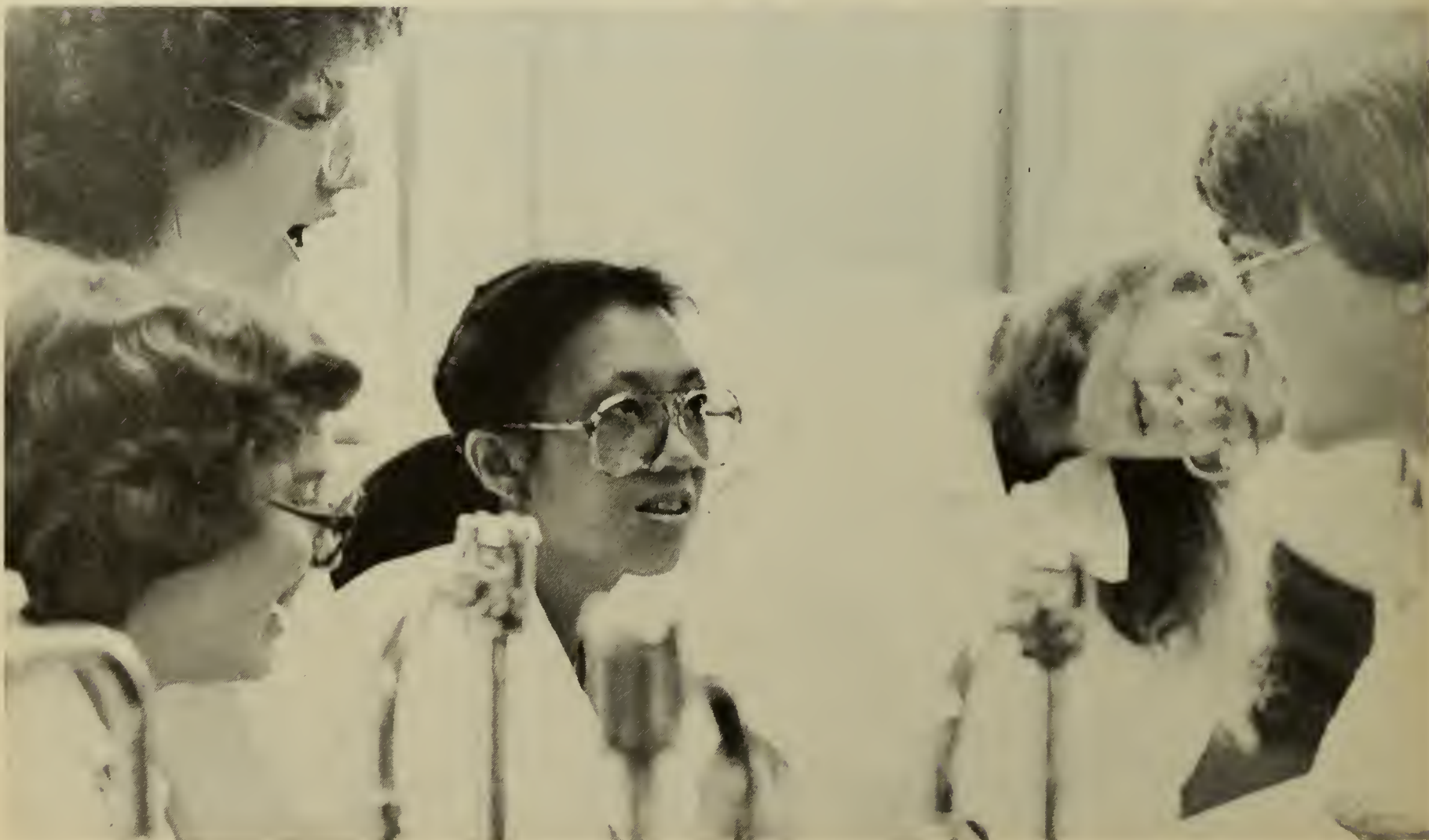
Mq 608 Cases in Management Science

Prerequisites: A degree of mathematical literacy and the ability to use computing facilities.

This course uses the case study method to show how and in what areas management sciences is being used to help solve business problems. A variety of topics and cases will be presented in order to produce students, who can, in their careers as managers, recognize possible MS applications, appreciate the advantages and limitations of MS, and understand and intelligently employ MS tools. The areas to be covered comprise: (a) Credit Scoring (Discriminant Analysis) (b) Asset Liability Management (Linear Programming) (c) Inventory Management (Statistics) (d) Short Cases in Probability (e) Modeling in General.

The Department

School of Nursing



School of Nursing

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, D.C., Archbishop of Boston, a program was offered in February, 1947 leading to the degree of Bachelor of Science in Nursing or Nursing Education to Registered Nurses. In September, 1952, this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar-year basic collegiate program was initiated, and in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the University campus and occupies its own building, the gift of His Eminence Richard Cardinal Cushing.

Philosophy and Objectives

Boston College School of Nursing accepts and functions within the Christian humanist philosophy of Boston College, a Jesuit university which is committed to excellence in scholarship and service. Christian humanism views person as matter and spirit, capable of natural and supernatural perfection for union with God. Accordingly, truth is derived from empirical, rational, and faith experiences. Education based on Christian humanism emphasizes the common intellectual heritage transmitted by the liberal arts including theology. The quest for and extension of knowledge occurs in a milieu of freedom and enthusiasm. Theory both precedes and accompanies action and Christian contemplation abounds into action. Thought is translated into action through sensitivity to the needs and concerns of the community.

The School of Nursing participates in this spirit of inquiry and sensitivity to human values. Its faculty are a community of scholars and professionals engaged in the pursuit of excellence in nursing care, the transmission of nursing's traditional wisdom, and the creation of the future, both in research and planning for anticipated health care needs of society.

The faculty believe, with Henderson and the International Council of Nurses (as stated in the sixth edition of *Principles and Practice of Nursing*), that nursing's unique function is assisting "individuals (sick or well) with those activities contributing to health, or its recovery (or to a peaceful death) and that they perform unaided when they have the necessary strength, will, or knowledge; nursing also helps individuals carry out prescribed therapy and to be independent of assistance as soon as possible." The faculty believe that every person has a right to optimal health care and that nurses have a responsibility of providing care responsive to the health needs of individuals. The faculty also believe in the freedom and responsibility of the consumer of nursing and respect the choices that consumers make to bring about change in their environment in an attempt to reach their maximum potential.

Nursing courses are based on the liberal arts and sciences. Accordingly, students study the accumulated knowledge of the person and the universe along with other students at the university. Foremost among the outcome of this scholarship is the realization that basic values of Christian humanism operate amidst the ongoing dynamics of life. Another outcome is the participation of students in the consumption and creation of knowledge and its meaning. Consequently, the students are able to make a commitment to humanity, their own and others, based on enduring values.

Nursing education cultivates the development of a personal philosophy of nursing based upon the Judaeo-Christian values that support the worth of each individual. The educational environment encourages individuals to think critically, communicate effectively, act responsibly, and to mature as creative and productive members of society.

The development of nursing knowledge by the learner is rooted in the biophysical, philosophical/theological and social sciences. The spirit of inquiry, initiated with a grounding in the philosophical and scientific method, provides a base for nursing research and the nursing process. Theoretical content addresses cognitive, affective, and psychomotor learning, proceeding from

the simple to the complex, the general to the specific in application to the clinical experiences with individuals, groups, families, and communities. Educational activities are planned to incorporate the individual learning needs of students.

Student-initiated learning is encouraged, with emphasis placed upon periodic self-evaluation. Students are encouraged to become creative, flexible and productive members of the nursing profession and society. The teaching-learning process permits students to further develop their abilities in verbal and written communication of ideas. Further, the process fosters independence in thought that is carried out by action and involvement both in professional activities and service to society.

The purposes of the School are to offer programs of excellence in undergraduate, graduate, and continuing education.

The graduate of the undergraduate program will:

- 1) develop and identify a personal philosophy of nursing practice based upon his or her values;
- 2) synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice;
- 3) use nursing process as a means of gathering data for refining and extending that practice by:
 - a) assessing health status,
 - b) planning and providing therapeutic nursing measures on the basis of nursing diagnosis,
 - c) purposefully interacting with others to promote wellness,
 - d) evaluating outcomes of nursing process,
 - e) modifying practice as a result of research findings;
- 4) collaborate with colleagues/citizens on the interdisciplinary health team to promote the health and welfare of people;
- 5) utilize leadership skills through involvement with others in meeting health needs and nursing goals;
- 6) work actively to promote needed change in systems of health care to insure optimal health services for each person;
- 7) confront social issues which have implications for the health of society;
- 8) take responsibility for continued personal and professional growth.

The curriculum is based on the conceptual framework of preventive intervention which focuses on three levels of nursing care: primary preventive intervention, secondary preventive intervention, and tertiary preventive intervention. Primary preventive intervention is defined as nursing at that level of health promotion which focuses on the maintenance of optimal functioning (homeostasis, equilibrium, stability, organization) of individuals and groups at all developmental stages. The student will have the knowledge and skills needed to discriminate health from illness (but not to discriminate among specific diseases) and to recognize those behaviors indicative of potential illness. The interventions will be collaborative in assisting the client to maintain optimal health.

Secondary preventive intervention is defined as nursing at that level of health promotion which focuses on adaptation during a disruption (disequilibrium, instability, disorganization, imbalance, illness, crises) of an individual's and/or group's health at all developmental stages. The student will have the knowledge and skills needed to identify disruptions in human function and the ability to formulate nursing interventions to promote adaptation.

Tertiary preventive intervention is defined as nursing at that level of health promotion which focuses on return to optimal health (reorganization, reequilibrium, rehabilitation, readaptation) within a system of limitations. The student will have the knowledge, skills, and attitudes needed to assess the functional potential of individuals and groups at all developmental stages and to negotiate in restoring the client to optimal health function.

Requirements for the Degree*

The program combines liberal arts studies with professional nursing courses and clinical experience. It is a four-year program leading to the degree of Bachelor of Science with a major in nursing. A total of 120 credits are required for graduation.

Liberal arts subjects are emphasized in the first and most of the second years. During the third and fourth years, the student spends approximately two or three days each week gaining clinical experience at the various cooperative hospitals and agencies. The remainder of the week the student attends classes on the main university campus. The faculty of the School of Nursing is responsible for all instruction in nursing, both theory and practice. The faculty of the appropriate university departments conduct classes in the liberal arts subjects.

The following university core requirements (36 credits) are to be fulfilled by all undergraduates over a four-year period:

- 2 courses in Theology
- 2 courses in Philosophy
- 2 courses in Social Science (Psychology and Sociology)
- 2 courses in History
- 2 courses in Natural Sciences or Mathematics
- 2 courses in English

It is suggested that the history, philosophy, and English core requirements be taken in the freshman year since they are two-semester courses. A minimum of 120 credits are required.

*The School of Nursing reserves the right to alter any program or policy outlined in this BULLETIN.

Curriculum Plan Effective Fall 1982¹

Freshman Year

SEMESTER I	CREDITS
Bi 130, 131—Anatomy & Physiology I	4
Core ²	3
Core	3
Core	3
Core	3
SEMESTER II	
Ch 102, 104—Fund of Organic Chemistry	4
Bi 132, 133—Anatomy & Physiology II	4
Core	3
Core	3
Core ³	3

Sophomore Year⁴

SEMESTER I	CREDITS
Bi 220, 221—Microbiology	3
Core	3
Core	3
Core	3
Elective ⁵	3
SEMESTER II	
Nu 072—Scope of Human Development	3
Nu 080—Pathophysiology	3
Nu 214—Introduction to Nursing Research	3
Elective	3
Elective	3

Junior Year

SEMESTER I	CREDITS
Nu 131—Primary Preventive Intervention	4
Nu 135—Nursing Methodology	5
Nu 201—Secondary Preventive Intervention I	6
SEMESTER II	
Nu 202—Secondary Preventive Intervention II	5
Nu 203—Secondary Preventive Intervention III	5
Nu 205—Pharmacotherapeutics	2
Elective	3

Senior Year

SEMESTER I	CREDITS
Nu 208—Secondary Preventive Intervention IV	6
Nu 211—Perspectives on Professional Nursing	3
Elective	3
Elective	3
SEMESTER II	
Nu 209—Secondary Preventive Intervention V	5
Nu 215—Tertiary Preventive Intervention	6
Elective	3

¹ The basic curriculum design may be subject to modification and revision from time to time.

² It is strongly recommended that students finish history, philosophy, and English core requirements as early as possible.

³ Psychology and sociology must be taken as a social science core and must be completed prior to enrollment in Nu 131 and Nu 135.

⁴ One-half of student enrollment will start the nursing sequence during the Spring Semester of the sophomore year; the remaining half of student enrollment will start the nursing sequence during the Fall Semester of the junior year.

⁵ Only one nursing elective is permitted for degree credit.

Registered Nurse Candidates

Registered nurses who wish to obtain a baccalaureate degree may apply for admission to the Admissions Office of Boston College. Applicants must be graduates of or in the final year of a diploma or associate degree program offered by a state-approved school of nursing. No application can be processed by the Admissions Committee and given final review until all of the following information has been submitted on official Boston College forms:

1. The preliminary application
2. Personal data form
3. High school transcripts
4. An official transcript from a school of nursing
5. An official transcript of courses completed at a college or university if applicable
6. Two letters of recommendation: one academic and one from an employer or clinical supervisor
7. Evidence of physical exam, completed by the applicant's physician, upon admission.

Registered nurse students are accepted only for September admission. Although May 15 is the application deadline, applicants are encouraged to complete admission activities as early as possible as exemption examinations begin in June. While full-time study by RN students is encouraged, part-time study is possible.

Registered nurses may transfer credit to Boston College from other accredited colleges and universities. Credit will be accepted for courses in which a grade of C– or above was attained and which are equivalent to those offered at Boston College. Credit received for specific nursing courses is not transferable. No more than sixty (60) credits are accepted for transfer.

Once admitted to the School of Nursing, registered nurse students may take exemption examinations in the following courses and receive the designated course credit if a passing mark is achieved. These examinations are offered in: Anatomy and Physiology, Chemistry, Microbiology, and in several selected nursing courses. Specific information regarding examinations is provided upon admission. Registered nurse candidates may receive partial credit for designated nursing courses through the placement process. A Massachusetts Registered Nurse license is a prerequisite to enrollment in any course with a clinical component. In addition, all registered nurse students are required to obtain personal malpractice insurance during clinical semesters. For complete information please refer to the Boston College School of Nursing brochure: *The Registered Nurse And The Baccalaureate Program*.

Academic Regulations

Requirement for Good Standing and Eligibility

The standing of a student is determined by a weighted semester average. At the conclusion of each semester each student's record is reviewed.

A student must achieve a minimum grade of D– in all courses and a cumulative average of at least C– in nursing courses, as well as an overall cumulative average of C– in order to remain enrolled in the nursing program. A student may repeat any nursing course only once at which time he or she must achieve the minimum acceptable grade as stated above. Because theory and practice are closely related, a student who fails either component of a nursing course must repeat both of them simultaneously.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Normal Student Load

Students registered for twelve semester-hours credit are considered full-time students. Students carrying more than seventeen credits in a semester will be charged for a course overload. Usually fifteen credits are carried each semester.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or clinical laboratory will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

A student who is absent from a class is responsible for the class content as well as any announcements and assignments made. If a student is absent from a scheduled or previously announced examination, it is the prerogative of the faculty to determine whether or not a make-up examination will be given. There is a charge of \$15.00 for the administration of a make-up examination. Under ordinary circumstances arrangements for make-up examinations must be made within one week of the student's return to school.

In relation to clinical laboratory experience, it is the responsibility of the student to notify the instructor and/or the clinical agency if the student will be late or absent. Absences from the clinical laboratory will be reviewed by faculty for appropriate action. When a student is absent because of illness, a statement from the family physician may be required before the student will be permitted to return to clinical courses. If it is necessary for a student to make-up clinical time, a tutorial fee may be required.

In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean of Students and the Dean of the School of Nursing so that academic and other necessary arrangements can be made.

IN ALL COURSES WITH NURSING NUMBERS, REQUIREMENTS FOR ATTENDANCE AT CLASS AND IN CLINICAL PRACTICE ARE THE PREROGATIVE OF THE INSTRUCTOR IN THAT COURSE.

Academic Integrity

Nursing students are expected to have high standards of integrity in both the academic and clinical settings. Students who misrepresent their work in papers, examinations, or clinical experience, as a minimum, will receive no credit for the course requirement involved. In addition, a written statement of the incident will be placed in their file, and they will be subject to dismissal from the School of Nursing.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332.

Beginning with the class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Academic Programs

Continuing Education Opportunities

Through the Continuing Education Unit of the School of Nursing, a variety of short-term courses and workshops are offered

throughout the academic year to registered nurses. These offerings are not part of formal degree programs but are designed to assist the nurse in maintaining professional knowledge and skills.

Details about these offerings can be obtained from the Director of the Continuing Education Unit of the School of Nursing.

General Information

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant appeal procedures.

Physical Examinations

All undergraduate students in the School of Nursing are required to have a complete physical examination, including tine test and/or chest x-ray and rubella titre prior to admission. Also, evidences of screening for tuberculosis must be submitted by August 15, prior to the beginning of each academic year, to the Director of Health Services. Additional physical examinations and/or other health data may be required by the School of Nursing.

Financial Information

Boston College is not an endowed institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and other collegiate requirements.

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition nursing students have the following expenses:

Annual Malpractice Insurance	\$15.00
(payable Fall Semester of junior and senior years and Spring Semester for sophomores enrolled in Primary Preventive Intervention)	
Regulation School of Nursing Uniforms	\$100.00
(payable Fall Semester of sophomore year)	
Standardized Examination Fees	\$10.00

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from those facilities.

Cooperating Hospitals and Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and community agencies. These resources include:

Baptist Home for the Aged, Beth Israel Hospital, Boston City Hospital, Brigham and Women's Hospital, Boston Municipal Court, Brockton Visiting Nurse Association, Brookline-Brighton-Newton Jewish Community Center, Brookline Health Department, Cambridge Hospital, Carney Hospital, Combined Visiting Nurse Association of Stoneham, Children's Hospital, Don Orione Adult Day Center, East Boston Neighborhood Health Center, Faulkner Hospital, Federal Reserve Bank, Gillette Company, Hospice of the Good Shepherd, Joseph M. Smith Health Center, Kennedy Memorial Hospital, Massachusetts Department of Elder Affairs, Massachusetts Department of Public Health, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, Melrose-Wakefield Hospital, Mount Auburn Hospital, Needham Visiting Nurse Association, New England Rehabilitation Hospital, New England Sinai Hospital, Newton Day Care Center, Newton School Department, Newton Department of Public Health, Newton-Wellesley Hospital, Newton-Wellesley Visiting Nurse Association, Norfolk Day Activity Center, North Shore Children's Hospital, Norwood Hospital, Regency Hall Nursing Home, Sancta Maria Hospital, Shriner Burn Institute, South Shore Day Care, St. Colomkille Adolescent Center, St. Elizabeth Hospital, St. Margaret Hospital, Symmes Hospital, Tri-City Mental Health Center, United States Public Health Service

Hospital, Visiting Nurse Association of South Middlesex, Westwood Lodge, Weston Manor.

Faculty

Professor Laurel A. Eisenhauer, B.S., Boston College; M.S., University of Pennsylvania; Ph.D., Boston College

Professor Marjory Gordon, B.S., Hunter College, CCNY; M.S., Hunter College; Ph.D., Boston College

Associate Professor Sarah Cimino, B.S., California State College, L.A.; M.S., Boston College

Associate Professor Mary Ellen Doona, B.S., M.S., Boston College; Ed. D., Boston University

Associate Professor Joyce Dwyer, B.S., M.S., Boston College; M.P.H., Harvard University

Associate Professor Nancy Fairchild, B.S., Boston University; M.S., University of Rochester

Associate Professor Nancy J. Gaspard, B.S., Boston University; M.Ed., University of Florida; M.P.H., University of California (L.A.); Dr. P.H., University of California (L.A.),

Associate Professor Patricia B. Harrington, B.S., University of Massachusetts; M.Ed., Boston University

Associate Professor Carol Hartman, B.S., A.M., University of California (L.A.); D.N.Sc., Boston University

Associate Professor L. Marion Heath, B.S., M.S., Boston University

Associate Professor Loretta P. Higgins, B.S., M.S., Boston College

Associate Professor June A Horowitz, B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Associate Professor Bernadette P. Hungler, B.S., Georgetown University; M.S. Boston College; A.M., Northeastern University

Associate Professor Dorothy A. Jones, B.S.N., Long Island University; M.S.N., Indiana University; Ed.D. (Cand.), Boston University

Associate Professor Amy Joyce, B.S.N., M.S., Boston College

Associate Professor Rosemary Krawczyk, B.S., College of St. Catherine; M.S., Boston College

Associate Professor Ronna Krozy, B.S., M.S., Boston College

Associate Professor Nancy C. McCarthy, B.S., Boston College; M.S., Boston University; Ed.D., Boston University

Associate Professor Catherine P. Murphy, M.S.N., Hunter College, C.U.N.Y.; B.S.N., Ed.D., Columbia University

Associate Professor Jean A. O'Neil, B.S., M.S., Boston College

Associate Professor Rachel E. Spector, B.S., M.S., Boston College

Associate Professor Mary Anne Sweeney, B.S., State University of New York at Plattsburgh; M.S., Boston College; Ph.D., Boston College

Associate Professor Miriam-Gayle Wardle, B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Assistant Professor Dolores A. Bower, B.S., University of Rhode Island; M.S., Boston University

Assistant Professor Denise Brett, B.S., Niagara University; M.S., Boston University

Assistant Professor Diane Carser, B.S., M.S., Boston University

Assistant Professor Elizabeth A. Daly, B.S.N., M.S.N., Boston College; D.N.Sc., Boston University

Assistant Professor Nancy Fazekas, B.S., Ohio State University; M.N., University of Washington

Assistant Professor Teresa T. Fulmer, B.S.N., Skidmore College; M.S., Boston College

Assistant Professor Carol A. Gavan, B.S., Cornell University; M.S., Boston College

Assistant Professor Lois Haggerty, B.S., Simmons College; M.S., Boston College

Assistant Professor Sandra Hillman, B.S., University of Connecticut; M.S., Boston University; Ph.D. (cand.), Boston College

Assistant Professor Patricia Kay, B.S.N., M.N., University of Pittsburgh

Assistant Professor Jean P. Kuhn, B.S.N., M.S., Boston University

Assistant Professor Carol Lynn Mandle, B.S., M.S., University of Pennsylvania

Assistant Professor Betty T. Mill, B.S., St. Louis University; M.S., Texas Women's University

Assistant Professor Sandra Mott, B.S., Wheaton College; M.S., Boston College

Assistant Professor Margaret A. Murphy, B.S., St. Joseph College; A.M., New York University; Ph.D. (Cand.), Boston College

Assistant Professor Carole Ann O'Brien, B.S., M.S., Boston College

Assistant Professor Joan Pernice, B.S.N., University of Bridgeport; M.S.N., University of Colorado

Assistant Professor Virginia Prout, B.S., M.S., Boston University

Assistant Professor Johanne A. Quinn, B.S., Boston College; M.S., Boston University; Ph.D. (cand.), Boston College

Assistant Professor JoAnne H. Regan, B.S., Boston College; M.S., Boston University

Assistant Professor Pauline R. Sampson, B.S., M.Ed., Boston College

Assistant Professor Eleanor L. Tabeek, B.S.N., Boston College; M.S.N., Catholic University

Instructor Carol Ann Baer, B.S.N., St. Joseph's College; M.S.N., Yale University

Instructor Brenda A. Boyce, B.S.N., Northeastern University; M.S.N., Boston College

Instructor Linda Caldwell, B.S.N., Northeastern University; M.S.N., Boston College

Instructor Elizabeth B. Davis, B.S.N., University of Massachusetts; M.S.N., Boston University

Instructor Pauline T. Dion, B.S.N., Salve Regina, Newport; M.S.N., Boston College

Instructor Ann Faas Collard, B.S., Salem State College; M.S., Boston College

Instructor Joan Gosselin, B.S.N., Boston College; M.A., New York University

Instructor Mary A. Haley, B.S., Boston College; M.S.N., Catholic University of America

Instructor Jane Hanron, B.S.N., Vanderbilt University; M.Ed., Northeastern University

Instructor Susan James, B.S.N., Boston College; M.S.N., University of Pennsylvania

Instructor James J. McColgan, Jr., B.S., Boston College; M.S., Boston University

Instructor Marthea D. Murphy, B.S., Boston College; M.S.N., Boston College

Instructor Rita Olivieri, B.S., M.S., Ph.D.(cand.) Boston College

Instructor Frances Ouellette, B.S.N., Salem State College; M.S., Boston College

Instructor Patricia O'Hara Rok, B.S., Boston College; M.A., New York University

Instructor Eleanor Venetian, B.S.N., Boston College; M.S., Boston College

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B.S., Fitchburg State College; M.Ed., M.S., Boston University

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Belinda Asano, R.N., Lecturer
B.S., Boston College; M.S. Boston University

Jill Bloom, Lecturer
B.A., University of California (Santa Cruz); M.Ed., Ph.D., Boston College

Joann Brown, R.N., Lecturer
B.S., College Misericordia; M.S., Boston College

Virginia Cahill, Lecturer
B.A., Emmanuel College; M.Ed., Ph.D., Boston College

Joyce Callaghan, R.N., Lecturer
B.S., Villanova University; M.S., Boston University

Mary Ann Corcoran, R.N., Lecturer
B.S., D'Youville; M.S., Boston University

Carol Ellenbecker, R.N., Lecturer
B.S., University of New Mexico; M.S., Boston College

Linda Erat, R.N., Lecturer
B.S., Syracuse University; M.S., Boston University

Joan FitzMaurice, R.N., Lecturer
B.S., Boston College; M.S.N., Catholic University

Ellen Freeman, R.N., Lecturer
B.S., M.S., Boston College

Linda Gold-Pitegoff, R.N., Lecturer
B.A., Northeastern University; B.S., M.S., Boston University

Dianne Hagen, R.N., Lecturer
B.S., SUNY at Buffalo; M.A., Columbia

Ann Kittler, R.N., Lecturer
B.S., D'Youville College; M.S., Boston University

Elizabeth Koundakjian, R.N., Lecturer
B.S., Boston University; B.A., University of California (Berkeley); M.Ed., Boston State College

Carolyn McHale, R.N., Lecturer
B.S., M.S., Boston College

Karen McLeavey, R.N., Lecturer
B.S., Boston College; M.S., Boston University

Carol Merrifield, R.N., Lecturer
B.S., M.S., Boston College

Winona Moeller, R.N., Lecturer
B.S., University of Mass. (Amherst); M.S., Boston University

Judith Pirolli, R.N., Lecturer
B.S., M.S., Boston College

Eileen Plunkett, R.N., Lecturer
B.S., M.S., Boston College

Martha Powers, R.N., Lecturer
B.S. Boston College; M.S., Boston University

Marylou Sawatsky, R.N., Lecturer
B.S., Wagner College; M.S., Boston University

Elizabeth Sturdy, R.N., Lecturer
B.S., Boston College; M.S., Boston University

Linda Tenofsky, R.N., Lecturer
B.S., Boston College; M.S., Boston University

Pamela Terreri, R.N., Lecturer
B.S., Boston College; M.S., Boston University

Mary Zocchi, R.N., Lecturer
B.S., St. Anselm College; M.S., Boston University

This course provides an overview of the theoretical and empirical approaches to the study of human growth and development throughout the life span. Physical, cognitive, language, and social development are studied and interrelated. The course focuses on the individual within the family setting. Major theories of human physical, cognitive, language, and social development are studied via reading, films, discussion, and reported experiential assignments. Methods of observation and evaluation of behavior, critical analysis, and evaluation of theory use are stressed.

Introductory physical and social science courses, e.g., anatomy and physiology, will be reconsidered from a developmental perspective. Course text, materials, and content will be related to subsequent nursing courses.

Illustration of nursing process implications of theories of human development will be offered.

Nu 080 Pathophysiology (F, S; 3)

Prerequisites: Bi 130, 131, 132, 133; Ch 102, 104

This course presents an integrated approach to human disease. It deals with underlying concepts of physiological function and the symptoms of dysfunction which indicates alterations in the controlling mechanisms of the body. The course is designed to provide the student with an understanding of the basic processes of pathogenesis and their interrelationships. The concepts presented will enable the student to view disease as a dynamic state resulting from a number of causative factors.

Nu 131 Primary Preventive Intervention (F, S; 4)

Prerequisites: Nu 072, 080, 214, Bi 220, 221

The study of nursing at that level of health promotion which focuses on the maintenance of optimal functioning of individuals. Emphasis will be on the knowledge and skills needed to discriminate health from illness, to recognize those behaviors indicative of potential illness, and to collaborate in assisting the client to maintain optimal health. This course is to be taken concurrently with Nu 135 and Nu 201.

Nu 135 Nursing Methodology (F, S; 5)

Prerequisites: Nu 072, 080, 214, Bi 220, 221

This course introduces the student to the nursing process, communication theory and knowledge necessary for assessing the functional ability of each body system for the well person. Basic nursing techniques are also introduced. A weekly two-hour laboratory experience on campus facilitates the learning experience. To be taken concurrently with Nu 131, 201.

Nu 201 Secondary Preventive Intervention I (F, S; 6)

Prerequisite: Nu 072, 080, 214, Bi 220, 221

The study of nursing at the level of health promotion which focuses on the restoration of health and limitation of disability with adult clients with a moderate degree of illness. Through the utilization of the nursing process the student will facilitate the client's adaptation to the stress of illness. To be taken concurrently with Nu 131, 135.

Nu 202 Secondary Preventive Intervention II (F, S; 5)

Prerequisites: Nu 131, 135, 201

The study of principles of Secondary Preventive Intervention in caring for clients and families during the childbearing cycle. Also included is the nursing care of the newborn. To be taken concurrently with Nu 203, 205.

Nu 203 Secondary Preventive Intervention III (F, S; 5)

Prerequisites: Nu 131, 135, 201

The study of principles of Secondary Preventive Intervention in caring for children with acute illness. To be taken concurrently with Nu 202, 205.

Nu 205 Pharmacotherapeutics (F, S; 2)

Prerequisites: Nu 131, 135, 201

The study of the principles of pharmacodynamics and drug therapy as related to the role of the professional nurse. To be taken concurrently with Nu 202, 203.

Nu 208 Secondary Preventive Intervention IV (F, S; 6)

Prerequisites: Nu 202, 203, 205

The study of principles of Secondary Preventive Intervention in caring for adult clients in adapting to stresses of acute illness.

Course Offerings

Nu 072 Scope of Human Development (F, S; 3)

Prerequisites: Bi 130, 131, 132, 133; Ch 102, 104

Nu 209 Secondary Preventive Intervention V (F, S; 5)

Prerequisite: Nu 208

The study of the principles of Secondary Preventive Intervention involved in the care of clients experiencing the stresses of mental illness.

Offered 1983-84.

Nu 211 Perspectives on Professional Nursing (F, S; 3)

Prerequisite: Nu 202, 203

This course will provide the student with the opportunity to integrate previous and concurrent knowledge about nursing care, nursing as a profession, the health care system, society's needs and approaches to effective change. Past and present aspects of these are considered as a basis for viewing the future. This course will also focus on the transition from the student to the practitioner role and legal and clinical aspects of the nurse's role.

Nu 214 Introduction to Nursing Research (F, S; 3)

This course provides an introduction to the basic principles of research theory and methodology, with the goal of more clearly understanding the research process. A computer laboratory experience and research exercises are utilized.

Nu 215 Tertiary Preventive Intervention (F, S; 6)

Prerequisite: Nu 208

The study of nursing at that level of health promotion which assists clients in maintenance of optimal health within their system of limitation. Focus will be on the care of clients with complex, chronic health problems or limitations in both institutional and community settings.

Offered 1983-84.

Nu 299 Readings and Research: Independent Study (F, S; 1-3)

Prerequisites: Senior nursing student, GPA 3.0 or above, permission of faculty member and undergraduate curriculum committee.

This is an opportunity for eligible students to pursue an area of interest in nursing under direction of an individual faculty member. Proposals must be submitted to faculty members at least one week before the registration for the semester in which the study will be undertaken. The guidelines and protocol for independent study that must be followed are available in the Office of the Dean.

Nu 301 Cultural Diversity in Health and Illness (F, S; 3)

Prerequisites: Senior nursing student or consent of instructor.

The purpose of this course is to bring the student into a direct interface between the minority (Black, Chicano, Puerto Rican, and Indian) consumer and the American Health Care Delivery System. The course content will include discussion of the following topics: the perception of health and illness among health care providers and minority consumers; the cultural and institutional factors that affect their (the consumer) access to and use of health care resources; their health care practices; their ways of coping with illness and related problems; and the manner in

which they and their problems have been depicted in the literature (e.g., the works of Lewis, Kiev, Clark . . .) and its implications.

Offered at the discretion of the School of Nursing.

Rachel Spector

Nu 310 Modern Nutrition: Issues and Education (F, S; 3)

This course provides an introduction to nutrition. No college science prerequisite is necessary; biology and chemistry are included as a basis for nutrition concepts.

Selected nutrition issues are used to illustrate nutrition principles; techniques of nutrition education are also included.

Offered at the discretion of the School of Nursing.

Patricia Harrington

Nu 312 Aging: Trends and Issues (S; 3)

Prerequisites: None

This is an introductory course for students interested in common concepts and current data of adult development. Various sociological, psychological, and biological theories are explored. Emphasis is also given to health delivery systems and legislation affecting the aging population.

Offered at the discretion of the School of Nursing.

Elizabeth A. Daly

Teresa T. Fulmer

Nu 324 Introduction to Psychopharmacology**(F, S, Intersession; 3)**

A guided T.V. lecture series designed to introduce students to the basic questions related to the study of drugs and their influence on human behavior. The lectures televised are presented by outstanding researchers in the area of drugs and behavior. An instructor will provide guidance in the interpretation of the lectures and direction in the readings. The series is designed to provide basic knowledge about drugs to students of human behavior who are interested in the pharmacological approaches to modify human behavior. Strong emphasis is placed on the present clinical use of drugs in the area of psychiatric disturbances.

Open to all graduate students, senior nursing students, and behavioral science majors with permission of the instructor.

Offered at the discretion of the School of Nursing.

Carol Hartman

Miriam-Gayle Wardle

Nu 330 The Pharmacologic Basis of Patient Care (S; 3)

Prerequisite: Senior nursing student or consent of instructor.

The course focuses on increased understanding of the physiological, psychological, and the sociocultural effects of the major classifications of drug therapy and the implications for patient care. The major drug classifications are discussed and correlated with the more common patient/client problems.

Offered at the discretion of the School of Nursing.

Laurel Eisenhauer

Evening College of Arts and Sciences and Business Administration

Education for Individuals

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through higher education. Whether a person's goal is a degree or simply to take a stimulating course or two, the Evening College provides an opportunity for each individual to pursue personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy housewives who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The Evening College offers the curricular resources, the flexibility and the understanding to respond to these individual intellectual characteristics and needs.

Degree Students

Degree applicants must complete a Boston College Evening College application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the Evening College.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The over-all quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP—the College Level Examination Program—used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in accredited colleges. Courses equivalent in content and quality to those offered by Boston College and which merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

Special Students

Candidates interested in taking evening courses for academic credit, but not registering for a degree may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the Evening College to pursue special interests or to prepare themselves for professional advancement. Experiencing courses well taught, some become degree candidates.

Evening Courses

The Evening College curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per week is three; authorization for one additional course will be given only if a student has completed three courses, each with a grade of B– or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week.

Day Courses

Through registration in the Evening College, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. This opportunity is especially attractive to women whose academic careers have been interrupted and who would like to resume their college education on a part-time basis. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a member of the Evening College Staff.

Programs of Study

The curriculum of the Evening College provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objective. The programs provide elective specializations in Business, the Humanities, and the Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C–. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background all programs require the completion of specific core courses in the following areas:

Humanities (7 courses)

College Composition, Literary Works, English elective, Problems of Philosophy and Philosophy elective; and two Theology electives.

Social Sciences (5 courses)

Two history courses and three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

Natural Sciences (2 courses)

Two courses in Mathematics or Science.

Information and Office Location

The Evening College has willing and experienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 317, Boston College, Chestnut Hill, Massachusetts 02167.

Summer Session

The outstanding characteristic of the Boston College Summer Session is the opportunity it provides both undergraduate and graduate students to enroll in core courses and electives; short-term workshops and institutes; and the special programs of current value and relevance not offered by Boston College at any other time of the year.

Although the Summer Session does not grant degrees, students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs for six weeks (with some exceptions, e.g., Accounting and Chemistry) from late June through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same six-week period there are also two sections of intensive three-week courses. Some of the three-week courses enable students to take two sequential semesters of a subject. Students may register for either section or both according to individual need.

Boston College undergraduates who, by failure, withdrawal, or underload, lack the number of courses required for his/her status may make up these deficiencies by passing a course in the Summer Session. Every make-up course must be approved by their dean prior to registering for it. Students may register in advance by mail or in person at the Summer Session Office from March to June or attend a Walk-In Registration in late June.

Students frequently elect to live in the dormitories or apartments making their arrangements directly with the Summer Housing Office; others find it more convenient to commute. Both cafeteria service and a resident meal plan are available.

The parking permit issued to Boston College undergraduates during the regular academic year remains valid for the Summer Session. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about the courses and special programs offered in the Summer Session, obtain a Summer Session catalog, published in March, from the Summer Session Office in McGuinn Hall, Room 437.

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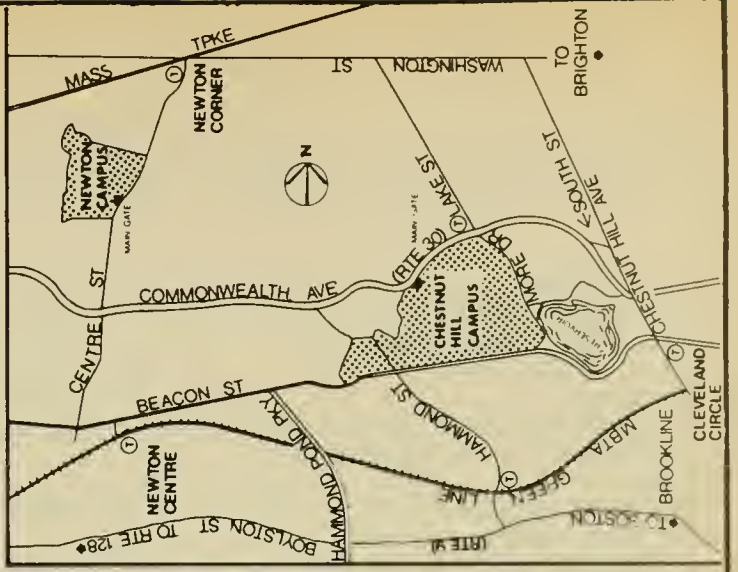
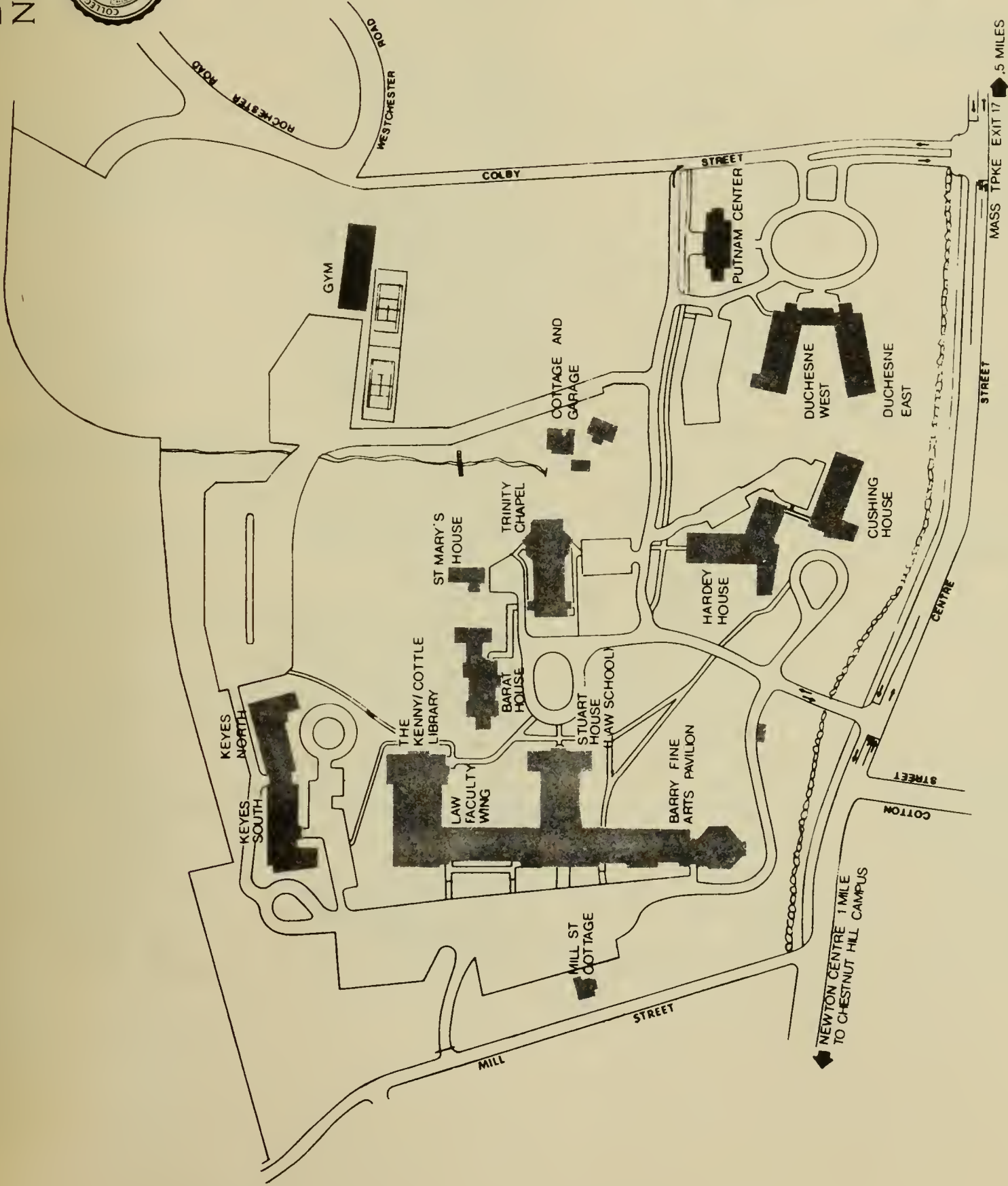
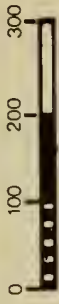
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University Registrar

Louise Lonabocker, Registrar Lyons 101

University Chaplain

John A. Dineen, S.J. McElroy 215

Academic Calendar 1982–83

FIRST SEMESTER

September	1 Wednesday	Evening college students register.
September	4 Saturday	Orientation program for freshmen and transfer students begins.
September	7 Tuesday	Registration for undergraduate transfers, readmits and failure-to-register-in-April students.
		Last date for those registered to withdraw or obtain a leave of absence with full tuition credit.
September	8 Wednesday	Classes begin for undergraduates.
		Beginning of five-day period for undergraduate change of courses.
		Faculty Convocation.
September	13 Monday	Confirmation of first semester registration for all day undergraduates.
September	to	
September	17 Friday	
October	11 Monday	Columbus Day—no classes.
October	20 Wednesday	Second semester registration material and registration publications available.
November	1 Monday	Second semester registration for all day undergraduates.
November	through	
November	19 Friday	
November	11 Thursday	Veterans Day—no classes.
November	24 Wednesday	Thanksgiving holidays begin at noon.
November	29 Monday	Classes resume.
		Final date for official withdrawal from a course.
December	10 Friday	Study day—no undergraduate classes.
December	13 Monday	Examination period.
December	to	
December	18 Saturday	
December	19 Sunday	Christmas vacation begins.

SECOND SEMESTER

January	10 Monday	Evening college students register.
January	13 Thursday	Freshman & Transfer Orientation.
January	and	
January	14 Friday	
January	14 Friday	Registration for undergraduate transfers, readmits, and failure-to-register-in-November students.
January	17 Monday	Second semester classes begin for undergraduates.
		Beginning of five-day period for undergraduate change of courses.
January	24 Monday	Confirmation of second semester registration for all day undergraduates.
January	to	
January	28 Friday	
February	21 Monday	Winter vacation begins.
February	28 Monday	Classes resume.
March	9 Wednesday	Fall registration material and registration publications available.
March	21 Monday	Fall semester registration for all day undergraduates.
March	through	
April	7 Thursday	
March	30 Wednesday	Easter vacation begins at the close of classes.
April	5 Tuesday	Classes resume.
April	11 Monday	Final date for official withdrawal from a course.
April	18 Monday	Patriot's Day—no classes.
May	3 Tuesday	Study days—no undergraduate classes.
May	and	
May	4 Wednesday	
May	5 Thursday	Examination period.
May	to	
May	11 Wednesday	
May	22 Sunday	Baccalaureate ceremony.
May	23 Monday	Commencement.

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